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ABSTRACT

Precipitated by questions of using Q methodology in television market segmentation and of the replicability of such research, this paper reports on both a reexamination of 1968 research by Joseph M. Foley and an attempt to replicate Foley's study. By undertaking a reanalysis of the Foley data, the question of replication in Q method is addressed. By replicating the Foley work--with recommended modifications--in a different market and holding analytic methodology constant, the replication question is further explored; and by examining the results from Foley's two studies and from the present study in the context of the nature of Q method and its prior uses, comment is offered on the market segmentation question. Detailed discussions of the reanalysis and the replication demonstrate how Foley's Q sort was a potentially useful approach to audience segmentation within a uses and gratifications framework, although the progress of more than a decade has, to some degree, bypassed the tool and some of the ideas underlying it. Concluding remarks indicate that the Q method retains considerable utility for further investigation of audiences by segments. (RL)

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AN EVALUATION OF RESEARCH REPLICATION WITH Q METHOD AND ITS UTILITY IN MARKET SEGMENTATION

by

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A report to the Dean and the

Research Committee

of

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INTRODUCTION

Uses and gratifications--taken as a theory or as a research approach--has spawned a multitude of research efforts. Three stand out as unique in that they employ Q method.[1] The first of the three is noteworthy for its groundbreaking exploration of hypothesized uses and gratifications; the second is equally noteworthy in that it purports to have replicated the first, doubly. These two studies, Foley's original effort and Fletcher's double replication, raise interesting questions about Q method. These questions of method are the focus of the present work.

BACKGROUND

Foley developed eight statements for each of eight hypothesized media functions: Withdrawal, Play, Conversation, Togetherness, Para-social Interaction, Education, Background, and Normative. The resulting 64 statements were administered in standard Q-sort fashion to twenty respondents in a preliminary study and, after analysis of the process and results, modified slightly and administered to 27 more respondents for his main study. He analyzed his preliminary study data and main study data in two separate evaluations and then combined them for a comprehensive analysis of all 47 respondents' sorts of the 64 Q statements. While Foley's work has not been found to be without flaw,[2] he quite clearly demonstrated the capability of the method to identify important uses of television among viewers in a systematic fashion, satisfying the first of his five purposes. Also, he demonstrated that his main study constitutes a replication of his preliminary study in that some of the factors emerging from the two analyses were identifiable under common names on the basis of the resulting factor arrays and their distinguishing statements.

Fletcher undertook his replication of Foley's work specifically to test the utility of Q method in replication. He posed the question, "Will a sort of these opinion statements identify a group in Market A which is similar to a group identified using the same opinion cards and the same procedure in Market B?"[3] Fletcher's data were gathered from 120 upper division undergraduates for one study and from 116 "ladies of the house" in Lexington, Kentucky, for the second. He abandoned the usual factor array comparison in favor of a "proportion of agreement" figure for most extreme statements at the most and least like me ends of his sort continuum. On the basis of these unusual procedures, he concluded that Q method is inherently unreliable and Foley's sort has no utility as a market segmentation device.

Foley did his work in Iowa in 1968 to fulfill his research requirement for the doctorate. Overall, the work has a solid, craftsmanlike quality indicative of sound thinking and diligent effort. It does, however, fall prey to an occasional methodological omission. The major criticism of Foley's study is that the ends of the sort continuum are not properly labeled in the instructions to the respondents. Foley's interviewees sorted the 64 statements to describe their uses of television as being "most like me" to "least like me."

The implied scale score is from some high score value down to a zero or other low score value. This approach was, indeed, consistent with some of the earlier work of Stephenson[4]; but, as he developed and tested the concepts of the methodology, he changed the practice to place the zero value in the center of the distribution.[5] Foley ought to have used the continuum labels "most like me" and "most unlike me,"[6] permitting "least like me" and "least unlike me" implicitly to merge at the zero point in the center of his sort distribution.

Fletcher's replications are to be faulted for failing to make this significant correction in procedure. They are also to be faulted for failing to draw comparable samples; Fletcher purported to be comparing a sample from "Market A" to a sample from "Market B." In fact, his two samples were not drawn so as to represent different markets but different populations. Foley's two samples seem, by virtue of having been drawn in like manner, to be two samples of the same population in "Market A"; Fletcher's two samples, by virtue of having been drawn in very different fashion from each other and from Foley's, are samples of two different populations in "Market B." In reality, Fletcher's design failed to address the question he posed, touching instead upon the question, Do comparable viewer types exist in other populations? Whether they do is not truly revealed by his analysis in that he fails to develop either the direct factor array comparison used by Foley in his study or the correlational approach with secondary factor analysis demonstrated by Stephenson and used by many who have followed him.[7]

Because these questions of market segmentation and replicability have been raised and are not perceived to have been answered satisfactorily, this study was undertaken for the purpose of investigating them further. By undertaking a re-analysis of the Foley data, the question of replication in Q is addressed; by replicating the Foley work--with the recommended modifications--in a different market and holding analytic methodology constant, the replication question is further explored; and, by examining the results from Foley's two studies and from the present study in the context of the nature of Q method and its prior uses, comment is offered on the market segmentation question.

METHODS

Foley's raw data[8] were re-analyzed by submitting them to common factor analysis using the Biomed factor analysis program[9] with R^2 in the diagonals for communality estimation. While Foley had used the QUANAL program, it was not available for use in the present study so the entire re-analysis was undertaken with the program that would be used on the replication data of the present study, for analytic constancy. The factors derived from Foley's data in the re-analysis were also re-interpreted for constancy of comparison. Varimax rotation--an analytical method--was used in these analyses, following Foley. Factor score computation employed Brown's JINNI program.[10]

Present data were gathered in standard Q-method fashion (see Appendix A for data-collection instruments) using a two-stage approach, a telephone screener and a personal interview in the home. But, some of Foley's original statements were modified slightly in wording and one new statement was substituted. He had presented his subjects with some general statements about television and its use; modifications were undertaken to make those statements more self-referent in nature by insertion or emphasis of personal pronouns I and we in an effort to assure the focus of attention remaining upon personal response to or use of the medium throughout the sort and to comply with Stephenson's advocated practice.[11] The mode of instruction was also changed to comply with the conception of isomorphic opposites[12]; instructions were to sort the statements from "most like me" to "most unlike me."

The study was fielded in Fresno using specially trained interviewers from Alviso Interviewing Service. Respondents were 20 men and 19 women contacted in randomly selected homes within the metropolitan area. Unlike Foley's sampling approach, more than one interview in a home was not undertaken--a modest difference in method employed for the sake of greater individuality of supplementary data and having no identifiable impact on the outcome of the data analyses. Data from the present study provided a 64 by 39 data matrix which was submitted to factor analysis as noted above. Raw data from the two instruments are presented in Appendix B, Tables C, D, J, and K.

FINDINGS

The data analyses and their results are presented in three parts corresponding to the three tasks laid out at the beginning. The data from Foley's preliminary study are re-analyzed and re-interpreted first; the data from the main study follow; and the data gathered in Fresno for the final stage of the replication study are third. Each is dealt with in its own section.

Foley's Preliminary Study

The first task in the re-analysis was to factor analyze Foley's preliminary study data matrix using the BMD program identified above. Table 1 presents the comparison of the output of the QUANAL and BMD programs as originally reported by Foley and as estimated in the present re-analysis. Clearly, the Varimax solutions from both programs have arrived at virtually the same factor positions in both circumstances; the factor scores estimated from these two factor structure matrices ought to be highly correlated. Foley reported using highest loadings on any factor that exceeded the loading on all other factors by at least .05 in his factor score estimation. Failure to satisfy this criterion was taken as evidence that the person was split onto two (or more) factors and the loading was not entered into the factor score estimation routine. Inclusion criteria in the re-analysis were made more stringent by the additional requirement that a loading must also be equal to or in excess of .40.

A modest embarassment occurs in the case of Foley's second factor, however; he reports five respondents to have had their highest loading on Factor II and then, later, that one had the highest loading on the second factor but not .05 higher than on the first factor.[13] This seems to be a reference to Respondent 20 but is in error; the difference is .053, .003 beyond his criterion. Respondent 20 was not included in the re-analysis for two reasons; estimation of the factor scores were made over the same persons in both

Table 1: Comparison of Varimax-rotated Factors from Foley's Preliminary Study Using QUANAL versus the Present Use of the BMD Principal Factors Solution

	QUANAL Factors			BMD Factors		
	I	II	III	I	II	III
01	.007	-.249	.623	-.019	-.240	.624
02	-.191	.640	-.007	-.179	.646	-.024
03	.503	.107	.270	.496	.106	.288
04	.380	.288	-.012	.378	.287	.017
05	.683	-.056	-.360	.694	-.072	-.334
06	.587	.270	.046	.587	.258	.064
07	.529	.236	.208	.526	.232	.228
08	.413	.495	.326	.410	.494	.332
09	.704	.127	.107	.703	.117	.124
10	.654	.184	-.144	.662	.170	-.125
11	.322	.483	-.072	.332	.474	-.070
12	-.103	-.189	-.475	-.088	-.192	-.478
13	.649	.279	-.110	.657	.265	-.092
14	.335	.203	.029	.339	.198	.034
15	.080	.415	.095	.085	.416	.090
16	.557	-.125	.282	.546	-.128	.303
17	-.214	-.469	.059	-.224	-.465	.060
18	.250	.299	-.218	.263	.294	-.214
19	.791	.184	.061	.791	.172	.085
20	.442	.495	-.028	.451	.485	-.021

analyses and this criterion was not met for Respondent 20 in the BMD factor structure matrix.

In interpreting these factors, the first interest is in the consensus statements--those statements that, hypothetically, would be agreed to by the prototypical respondents for all three factors. The JINNI program identified ten statements that met these program criteria.[14] The statements and their estimated deviation scores are presented in Table 2, Factors I through III, left to right.

Table 2: Consensus Statements from the Re-analysis of the Foley Preliminary Study

Statements	Scores		
I quickly forget the details of television programs I have seen.	-1	-1	-1
I enjoy telling people about television programs.	1	1	-1
I do not like to watch television alone.	-2	-1	0
When friends come to visit, we often watch television.	-2	0	-1
I like television programs that let you really get to know the people on them.	0	1	-2
I like to learn about television stars and their lives.	0	0	1
I like to keep the television set on, in case there is an interesting program.	-1	-1	1
I often forget that the television set is turned on.	-2	-3	0
I like programs that demonstrate the importance of being fair and honest.	2	2	3
Television programs show the importance of having good manners.	-1	-2	-1

All consensus items are rather centrally placed in the distribution. These are statements that have not been placed toward one of the extremes--"most like me" or "least like me"--with sufficient frequency to escape regression towards the mean.

The JINNI program calculates a normalized factor score estimate for each item. Interpretation of the factor type begins with an examination of the statements and their order according to the factor score assigned (see Appendix B, Table E). Statements with normalized factor score estimates of +1.000 and higher, in descending order, are: I watch television to keep myself up to date; Watching television keeps me informed of new developments; I watch television to learn about strange or unusual things; Television gives me new insights into our complex world; I watch television to learn what is going on in the world; I like programs that are fun to watch; We enjoy watching television together; Watching television helps keep me informed of the new things that are happening in our country; I often watch programs which have been recommended to me; and, I usually tell someone about the interesting things I see on television.

Statements with normalized factor score estimates of -1.000 and lower, in ascending order, are: When I watch television, I want only to be left alone; I find I can get more done when the television set is on; I often have the television set turned on without really watching it; I like to have the television set turned on while I am doing other things; I sometimes wish I were a television star; When I watch television, I like to imagine myself as taking part in the program; When things are not going well, I often turn on television; and, Sometimes I watch television just to put off doing other things that need to be done.

Six of the eight items Foley identified with his Education function are among those items scored +1.000 and higher--all of the first five items are from this function. At the "least-like-me" end of this factor array is a single item from his Withdrawal function followed by three from his Background function, two from Para-social Interaction, and then two more from Withdrawal. Distinguishing statements for Factor I are presented in Table 3 with their respective estimated deviation scores for Factors I through III, left to right.

The first five discriminating items clearly identify these viewers as using the medium to keep up to date, to know of new developments, to learn about strange or unusual things, to get insights into their complex world, and to learn what is going on in the world. None of these uses are of significance to the other two prototypical viewers. These viewers also like programs that are fun to watch and they enjoy watching together; but, they do not score these items as highly as did Factor II viewers while scoring them higher than did the Factor III viewers. More than Factor II viewers, they watch to be informed of the new things happening around the country and watch programs that have been recommended to them; Factor III viewers tend to indicate these two practices to be "unlike" them.

At the "Least-like-me" end of the distribution, these viewers indicate they do not want to be left alone when watching, have the set turned on without watching, turn the set on when things are not going well, or have the set on while eating. The Factor II prototype places the first of these slightly to the "least-like-me" end of the distribution while the Factor III prototype fully endorses the state-

Table 3: Distinguishing Statements for the Prototypical Factor I Viewer from the Re-analysis of Foley's Preliminary Study

Statements	Scores		
I watch television to keep myself up to date.	5	1	-1
Watching television keeps me informed of new developments.	5	1	-1
I watch television to learn about strange or unusual things.	4	2	0
Television programs give me new insights into our complex world.	4	0	-2
I watch television to learn what is going on in the world.	4	-1	-1
I like programs that are fun to watch.	3	5	1
We enjoy watching television together.	3	5	1
Watching television helps to keep me informed of the new things that are happening in our country.	3	2	-1
I often watch programs which have been recommended to me.	3	1	-3
I like programs that are imaginative.	2	0	0
My friends and I often talk about programs we have seen.	2	-1	0
Watching television helps me to forget my problems.	2	-2	4
I usually watch television with my family or friends.	1	4	4
My friends frequently talk about television programs.	1	2	-2
Television certainly does help keep children quiet.	1	4	5
I rarely watch television when I am alone.	0	-2	-4
When I watch television, I tend to forget about the other things that are happening around me.	0	-3	4
I prefer to watch television with someone.	0	3	2
I like the way television lets you get close to important people.	0	1	-3
I think television programs teach important moral lessons.	0	-5	3
I like to try to guess what will happen next in a program.	-1	3	1
Television programs give me good advice about how to act in unusual situations.	-1	-4	-4

(continued)

Table 3, continued

I find that watching television makes my own problems seem less serious.	-2	-5	2
I like to have the television set on while I am eating.	-3	2	0
When things are not going well, I often turn on television.	-3	3	1
I often have the television set turned on without really watching it.	-4	0	-5
When I watch television, I want only to be left alone.	-5	-1	5

ment. In the matter of not watching even though the set is on, the Factor II viewer says this is neither like nor unlike him/her while the Factor III viewer discounts this even stronger than the Factor I viewer. Turning on the set when things are not going well is somewhat like the Factor II viewer but relatively less like the Factor III viewer. Using the television while eating is, similarly, somewhat like the Factor II viewer, but neither like nor unlike the Factor III viewer.

Foley said of the Factor I viewers that they "are characterized by their use of television primarily as a source of information. Their Q sorts indicate that they also make secondary use of television for recreation."[15] Noting both the clustering and the scores for the prototypical Factor I viewer, the emphasis seems to be upon currency of information rather than information holding, per se; also, the generality of the information should be noted in the "world" orientation of these items scored +4 and above versus the national interest of the one scored +3. At the same time, television provides this viewer type with some social gratification in that he/she likes programs that are fun to watch, enjoys watching with someone, and watches some programs on the recommendation of others. The "least-like-me" items reflect, first, the social gratification of not wanting to be left alone when watching--compare Factors II and III. This viewer seems also to be somewhat purposive in that he/she reports not having the television set on without really watching it as well as not turning it on when eating or when things are not going well.

Foley noted that these viewers watched "programs which were linked to their special interests" but that their use was not "truly educational."[16] The programs they reported watching were standard entertainment fare, most frequently the prime time network offerings. Gutman termed a similar viewer group "dissemblers."[17] Foley considered these viewers to be information seekers, but not in an educational sense; he would seem to be modifying his function label and taking the responses to the Q sort at face value while Gutman has discarded the function label in favor of interpreting these as viewers who either offer the socially desirable responses to the Q sort or who have successfully rationalized their failure to use television in the way they know they ought.

For the second of the three factors from the re-analysis of Foley's preliminary study, twelve statements were identified by normalized factor score estimates of +1.000 and higher. In descending order, they are: I like programs that are fun to watch; We enjoy watching television together; Television certainly does help keep children quiet; I usually watch television with my family or friends; When I watch television with someone, we often talk the program as we watch; I like to try to guess what will happen next in a program; I find that time passes more quickly when I am watching television; I prefer to watch television with someone: When things are not going well, I often turn on television; Television programs give me good hints about new ways to do things; Television programs show the things that are in style; and, I watch television to learn about strange or unusual things.

Another ten statements fell at or below -1.000 in the distribution of normalized factor score estimates. In ascending order, they are: I find that watching television makes my own problems seem less serious; I think television programs teach important moral lessons; Television programs give me good advice about how to act in unusual situations; I do not take television programs very seriously; Sometimes I watch television just to put off doing other things that need to be done; Television programs give good examples of how to live; When I watch television, I tend to forget about the other things that are happening around me; I sometimes wish I were a television star; I often forget that the television set is turned on; and, I seldom use the things I have seen on television.

The highest scored items reflect a mix of Foley's hypothesized Play and Togetherness functions; the lowest scored items reflect a mix of his Withdrawal and Normative functions. This prototypical viewer describes him/herself as liking programs that are fun to watch but not finding his/her own problems seeming less serious after watching; as enjoying watching television "together" while not thinking of television as a teacher of important moral lessons; as helping to keep children quiet but not providing good advice about how to act in unusual situations; and as an activity engaged in with family or friends but not one that is taken seriously. The picture emerging from this description of the factor prototype is of a viewer who uses the medium for Play, in a context of Togetherness, despite its lack of Normative utility, and without any significant Withdrawal motive. Distinguishing statements for Factor II are presented in Table 4 with their respective deviation scores over Factors I through III, left to right.

The five highest scored of the distinguishing statements represent four different hypothetical functions. Finding programs fun to watch, liking to watch together, and guessing what will happen next in a program seem to support the conception of a Play Together factor. When the prototypical viewer indicates that television watching does not make his/her problems seem less serious as a distinction from other factor types this supports the Play interpretation; the medium is being used for diversion but not for escape. Also, disclaiming that television programs teach important moral lessons in his/her personal use coupled with the later and less strong rejection of television as a provider of examples of how to live suggests that the medium is used by this viewer type in spite of perceived problems with program content. Disclaiming the taking seriously of television programs suggests the media content is viewed seriously--perhaps in the context of the potential lessons to be learned, support for the idea that the medium is used in spite of content. And, disclaiming forgetfulness of other things happening in the environment supports the notion that the medium is used for escape or Withdrawal

Table 4: Distinguishing Statements for the Prototypical Factor II Viewer from the Re-analysis of Foley's Preliminary Study

Statements	Scores		
I like programs that are fun to watch.	3	5	1
We enjoy watching television together.	3	5	1
I like to try to guess what will happen next in a program.	-1	3	1
When things are not going well, I often turn on television.	-3	3	1
Television programs give me good hints about new ways to do things.	-1	3	-3
Television programs show the things that are in style.	1	2	0
I watch television to learn about strange or unusual things.	4	2	0
My friends frequently talk about television programs.	1	2	-2
Watching television helps to keep me informed of the new things that are happening in our country.	3	2	-1
Watching television keeps me informed of new developments.	5	1	-1
I often watch programs which have been recommended to me.	3	1	-3
I like to have the television set turned on while I am doing other things.	-4	1	-5
I like the way television lets you get close to important people.	0	1	-3
I watch television to keep myself up to date.	5	1	-1
When I visit my friends, we often watch television.	-2	0	-3
I find I can get more done when the television set is on.	-4	0	-5
I often have the television set turned on without watching it.	-5	0	-4
Some television stars seem like close friends.	-2	0	-3
When I watch television, I want only to be left alone.	-5	-1	5
Watching television helps me to forget my problems.	2	-2	4
Television programs show the things that are right to do.	-1	-2	1
I seldom use things I have seen on television.	-1	-3	4

(continued)

Table 4, continued

When I watch television, I tend to forget about the other things that are happening around me.	0	-3	4
Television programs give good examples of how to live.	-1	-3	-1
I do not take television programs very seriously.	2	-4	0
I think television programs teach important moral lessons.	0	-5	3
I find that watching television makes my own problems seem less serious.	-2	-5	2

rather than diversion or Play.

The factor array clearly indicates that this is not the same viewer prototype Foley identified; he said, "type II viewers use television primarily as a device to facilitate social interaction."[18] Use of the same viewers in calculating factor score estimates for the items by a different method has revealed a shift of emphasis from the hypothesized Togetherness function that is central to Foley's interpretation of the factor towards his representation of the Play function--but weakly so; only two of the eight Play items figure in the interpretation. This observation underscores the need to use the same techniques from study to study in replication efforts.

High normalized factor score estimates are associated with eight statements for Factor III. In descending order, they are: When I watch television, I want only to be left alone; Television certainly does help keep children quiet; When I watch television, I tend to forget about the other things that are happening around me; Watching television helps me forget my problems; I usually watch television with my family or friends; I would like to be friends with some television stars; When I watch television, I like to imagine myself as taking part in the program; and, I like programs that demonstrate the importance of being fair and honest.

Similarly, ten items are identified by lower normalized factor score estimates--at -1.000 and below. In ascending order, they are: I often have the television set turned on without really watching it; I like to have the television set turned on while I am doing other things; I find I can get more done when the television set is on; I rarely watch television when I am alone; Television programs give me good advice about how to act in unusual situations; When I visit my friends, we often watch television; I like the way television lets you get close to important people; I often watch programs which have been recommended to me: Television programs give me good hints about new ways to do things: and, Some television stars seem like close friends.

Distinguishing statements for Factor III are presented in Table 5 with their respective deviation scores for Factors I through III, left to right. The three highest scored items represent Foley's Withdrawal function; the next two are from his Para-social Interaction function; and the final statement at +3 and above is from his Normative function. The highest scored item clearly reflects a retreat from "the real world"; the second supports the interpretation in that this viewer, wanting to be left alone, shuts out the immediate surroundings and, as the next statement indicates, forgets his/her prob-

Table 5: Distinguishing Statements for the Prototypical Factor III Viewer from the Re-analysis of Foley's Preliminary Study

Statements	Scores		
When I watch television, I want only to be left alone.	-5	-1	5
When I watch television, I tend to forget about the other things that are happening around me.	0	-3	4
Watching television helps me forget my problems.	2	-2	4
I would like to be friends with some television stars.	-2	-2	3
When I watch television, I like to imagine myself as taking part in the program.	-3	-2	3
I think television programs teach important moral lessons.	0	-5	3
I find that watching television makes my own problems seem less serious.	-2	-5	2
I seldom think about a program after it is over.	0	-1	2
I feel more relaxed after I watch television.	0	-1	2
Talking about television programs is a good way to keep up a conversation.	-1	-1	2
Sometimes I watch television just to put off doing other things that need to be done.	-3	-4	1
We enjoy watching television together.	3	5	1
I like to try to guess what will happen next in a program.	-1	3	1
When things are not going well, I often turn on television.	-3	3	1
I like programs that are fun to watch.	3	5	1
I sometimes wish I were a television star.	-4	-3	1
I watch television to learn about strange or unusual things.	4	2	0
I often forget that the television set is turned on.	-2	-3	0
Watching television helps to keep me informed of the new things that are happening in our country.	3	2	-1
Watching television keeps me informed of new developments.	5	1	-1
I watch television to keep myself up to date.	5	1	-1
My friends frequently talk about television programs.	1	2	-2

(continued)

Table 5, continued

I do not think of the situations shown in television programs as being real situations.	1	1	-2
I like to tell my friends about good programs I have seen.	2	1	-2
I often watch programs which have been recommended to me.	3	1	-3
I like the way television lets you get close to important people.	0	1	-3
I often have the television set turned on without really watching it.	-4	0	-5

lems. This escape is enhanced by imagining participation in the program being viewed and would be most complete if he/she could be friends with some television stars. That television teaches important moral lessons may emerge at this point in the sort as an indicator of the rationalization that permits this self-immersion in the media fare. At the other end of the sort, this viewer does not have the set turned on without watching--a possible indication of the totality of the need for escape, a highly purposive use of the medium. The programs are not used in a Para-social Interaction or Conversation context in that this viewer is not interested in getting close to the personalities nor in responding to the recommendations of friends.

This factor interpretation closely parallels Foley's type III interpretation in that, "a type III viewer is characterized by his use of television as a means of forgetting his problems."[19] Foley had split the third factor to get two types; that was not done in replication in that only one viewer would have loaded on each type; significant loadings by at least two viewers are desirable for interpretation of a factor.[20] The bipolarity of the factor was ignored, then, in an effort to maintain a factor with two significant loadings for entering into the factor score estimation routine. The "anti-type" on this factor can be described by reversing the signs on the deviation scores for Factor III in Table 5.[21] This identifies a viewer who rejects Withdrawal from his/her self description, but who is not clearly identified with any one function in a positive sense. The highest scored statement would indicate a Background use of the medium supplemented by a sense of closeness to important people through it as well as a responsiveness to the recommendations of others in program selection.

Foley's Main Study

This re-analysis of Foley's preliminary study data constitutes a baseline for an evaluation of the replication question. A parallel re-analysis of the data from his main study follows; a five factor solution was obtained in which Factors I and IV are loaded by the same viewers as in Foley's original analysis, at the criterion level for inclusion in the factor score estimation process (see Appendix B, Table A). From his main study, only four statements emerged as consensus items; they are presented in Table 6.

Interpretation of the first factor type begins with an examination of the statements and their order according to the factor score assigned (see Appendix B, Table F). Statements with normalized factor score estimates of +1.000 and higher, in descending order, are: I usually tell someone about the interesting things I see on television;

Table 6: Consensus Statements from Re-analysis of Foley's Main Study Data

Statements	Scores				
I seldom think about a program after it is over.	-1	-1	0	0	-1
I like programs where the people seem to be talking directly to me.	1	1	2	2	1
I watch television to keep myself up to date.	4	3	4	5	4
Even if I am not watching all the time, I like to keep the television set turned on for companionship.	0	0	0	-1	-1

We enjoy watching television together; I watch television to keep myself up to date; My friends and I often talk about programs we have seen; I usually watch television with my family or friends; I often watch programs which have been recommended to me; My friends frequently talk about television programs; I think television programs teach important moral lessons; and, I like programs that are fun to watch.

Statements with normalized factor score estimates of -1.000 and lower reflect the "least-like-me" end of the sort distribution. For the Factor I prototype, ten such statements were identified; in ascending order, they are: When I watch television, I want to be left alone; I sometimes wish I were a television star; I like to have the television set turned on while I am doing other things; Sometimes I watch television just to put off doing other things that need to be done; When things are not going well, I sometimes turn on television; I would like to be friends with some television stars; I like to have the television on most of the time; I find I can get more done when the television set is on; I seldom use the things I have seen on television; and, Watching television helps me forget my problems.

High and low scored statements represent a mix of Foley's hypothesized functions; the high scored items are from five functions, as are the low scored items. The distinguishing statements for the Factor I prototype are presented in Table 7 with their respective deviation scores over all factors, Factors I through V, left to right.

Table 7: Distinguishing Statements for the Prototypical Factor I Viewer from the Re-analysis of Foley's Main Study

Statements	Scores				
I usually tell someone about the interesting things I see on television.	5	0	2	2	-2
We enjoy watching television together.	5	2	1	1	2
My friends and I often talk about programs we have seen.	4	-1	1	2	-2
I think television programs teach important moral lessons.	3	1	-4	-3	-1
Watching television keeps me informed of new developments.	1	3	3	4	3
I like programs that are imaginative.	-1	4	3	1	1
I like to have the television set on while I am eating.	-1	1	2	-4	1
Watching television helps me forget my problems.	-3	0	-1	-5	2
When I watch television I want to be left alone.	-5	-2	0	-1	5

The four highest scored distinguishing statements represent three of Foley's hypothesized functions; of the first three items, two are from Conversation and one from Togetherness. The fourth of these deals with the teaching of moral lessons, the Normative function. Also, five of the eight highest ranked statements for this viewer type are from the Conversation function. The positively valued elements of television viewing for these viewers are in the realm of Conversation. That two of the top ranked statements come from the Togetherness function--one of these being a discriminating item--would seem to indicate that conversation in front of the set is also desirable: We enjoy watching television together and I usually watch television with my family or friends. One other highly ranked statement is from the Education function: I watch television to keep myself up to date--a consensus item. This viewer type clearly values this information in the context of its conversational utility.

At the negative end of this sort are two items from the Withdrawal function. Two other items from this realm are ranked in the lower scored statements: When things are not going well, I sometimes turn on television and Sometimes, I watch television just to put off doing other things that need to be done. These viewers are, seemingly, rejecting the use of television as a means of withdrawing from the reality that surrounds them; also, they report not keeping the set on nearly all the time, not getting more done when the set is on, not wanting to be friends with television personalities, not desiring to be a television star, and not thinking that television programs help people know what is right--in sharp contrast to their reportedly thinking that television teaches important moral lessons.

This prototypical viewer uses television programs as a source of content for conversation both in and out of the home and values television-derived conversational content for its contribution to his/her currency in social situations. This viewer also considers Withdrawal behavior to be unlike his/her own uses of television.

Foley's analysis produced a similar description of this prototype that he described as using "television as a basis for conversation with other people."[22]

Ten high scored items were identified for Factor II. In descending order, they are: I feel more relaxed after I watch television; I like programs that are fun to watch; I like programs that are imaginative; I find that time passes more quickly when I am watching television; I seldom use the things I have seen on television; I watch television to keep myself up to date; I watch television to learn about strange or unusual things; I like programs that demonstrate the importance of being fair and honest; Watching television keeps me informed of new developments; and, When I watch television, I tend to forget about the other things that are happening around me.

Eight low scored items were also identified for Factor II. In ascending order, they are: I do not like to watch television alone; I like to learn about television stars and their lives; When I watch television, I like to imagine myself as taking part in the program; I enjoy telling people about television programs; I would like to be friends with some television stars; I find watching television makes my own problems seem less serious; Watching television helps keep me informed of the new things that are happening in our country; and, I quickly forget the details of television programs I have seen.

The high scored items represent four of Foley's hypothesized functions; the low scored items, six functions. The highest scored statements are Play and Conversation items; the lowest scored are from Togetherness, Para-social Interaction, and Conversation. Fifteen distinguishing statements were identified by JINNI program criteria; they are presented in Table 8 with their respective deviation scores over all factors from the analysis, Factors I through V, left to right.

Table 8: Distinguishing Statements for the Prototypical Factor II Viewer from the Re-analysis of Foley's Main Study

Statements	Scores				
I feel more relaxed after I watch television.	-2	5	0	-2	-1
I like programs that are imaginative.	-1	4	3	1	1
I find that time passes more quickly when I am watching television.	-1	4	1	0	3
I seldom use the things I have seen on television.	-3	4	-3	0	1
I do not think of the situations shown in television programs as being real situations.	0	2	-3	-2	-1
I like to keep the television set on in case there is an interesting program.	-2	2	-1	-1	-2
I often watch programs which have been recommended to me.	3	2	3	3	2
When things are not going well, I sometimes turn on television.	-4	1	-2	-2	-1
I usually tell someone about the interesting things I see on television.	5	0	2	2	-2
I sometimes wish I were a television star.	-5	-1	-4	-2	-5
I like to try to guess what will happen next in a television program.	0	-2	4	1	-4
I like to tell my friends about good programs I have seen.	4	-3	4	2	3
I quickly forget the details of television programs I have seen.	0	-3	0	-1	0
I enjoy telling people about television programs.	2	-4	1	0	-1
I do not like to watch television alone.	-2	-5	-1	-1	1

The prototypical Factor II viewer of this study is typified by high acceptance of using television for relaxation. This is supproted by use of the medium when programs are imaginative, to pass time, but rarely for use of the things shown there. At the same time, this viewer--more than any others--rejects the do-not-like-to-watch-alone descriptor, telling people about programs, and quickly forgetting details of programs; he/she also stands alone in rejecting the self-description of telling friends about good programs.

The five Factor II viewers seem, as Foley observed of his nine type II viewers, to be using the medium for relaxation; and, as Foley also noted, they like to watch with their families. They indicate they do not forget the details of programs they have seen, but they also do not retain details for conversational purposes.

Interpretation of the third factor from Foley's main study begins with an identification of the highest and lowest scored items in the prototypical sort. Statements with normalized factor-score estimates of +1.000 and above are, in descending order: I like programs that are fun to watch; My friends frequently talk about television programs; I like to try to guess what will happen next in a program; I watch television to keep myself up to date; I like to tell my friends about good programs I have seen; Watching television keeps me informed of new developments; I like programs that are imaginative; I usually watch television with my family or friends; I often watch programs which have been recommended to me; I watch television to learn about strange or unusual things; Sometimes I watch television just to put off doing other things that need to be done; I find that watching television makes my own problems seem less serious; and, I like to have the television set on while I am eating.

Items with normalized factor-score estimates of -1.000 and below, in ascending order, are: Television programs give good examples of how to live; Television programs show the things that are right to do; Television programs teach you what other people will do; I sometimes wish I were a television star: I think television programs teach important moral lessons; Television programs show the importance of having good manners; I do not think of the situations shown in television programs as being real situations; Television programs give me good advice about how to act in unusual situations; I do not take television programs very seriously; I seldom use the things I have seen on television; Television programs give me lots of things to talk about; and, I like to try some of the new things I see on television.

The third factor to emerge from this re-analysis of Foley's main study is represented in Table 9. Three viewers are loaded on Factor III, but one of them is not one of the three Foley's analysis identified. The distinguishing statements are presented with their estimated deviation scores for Factors I through V, left to right, over all items meeting the criterion.

This factor is marked by its representation of the "least-like-me" end of the continuum more than the "most-like-me" end. In this case, four discriminating items from the Normative function are rejected for their "unlikeness." Only two discriminating items are highly scored at the "most-like-me" end, both from the Play function. Lowest ranked items overall are also more revealing of the nature of these viewers' uses/non-uses of the medium; six of the eight lowest ranked items are from Foley's Normative function. The eight highest

Table 9: Distinguishing Statements for the Prototypical Factor III Viewer from the Re-analysis of Foley's Main Study

Statements	Scores				
I like to guess what will happen next in a program.	0	-2	4	1	-4
I like programs that are imaginative.	-1	4	3	1	1
Sometimes I watch television just to put off doing other things that need to be done.	-4	-3	2	-4	-3
I find that watching television makes my own problems seem less serious.	0	-3	2	-3	1
When I visit my friends, we often watch television.	-1	0	1	-4	-4
I find I can get more done when the television is on.	-3	-2	1	-3	-5
Television programs give me good advice about how to act in unusual situations.	2	3	-1	4	3
I would like to be friends with some television stars.	-3	-4	-1	0	1
Television gives me new insights into our complex world.	1	2	-2	3	5
Television programs show the importance of having good manners.	1	1	-4	-1	0
Television programs teach you about what other people will do.	1	-1	-4	2	-1
Television programs give good examples of how to live.	0	-1	-5	-1	-2
Television programs show the things that are right to do.	-1	1	-5	0	1

ranked items are scattered; many do not emerge as identifiers because this factor and one or more of the other factors are in essential agreement in their overall ranking.

Factor III viewer types are described as not using television for its potential Normative function while indulging somewhat in Play with the medium--i. e., guessing what will happen next in a program and choosing programs that are imaginative. This seems to be coupled with a slight tendency towards Withdrawal by putting off other things and by, presumably, seeing more serious problems being dealt with in the lives of the television characters they watch. In their top ranked statements, they also indicate they like programs that are fun to watch, note their friends to talk about programs, tell others about television programs, prefer to watch with family or friends, keep up to date on new developments, and watch specifically to keep up to date.

Foley identified this viewer type as a second recreation factor that represents a less serious view of program content. He does not comment on the negative end of the sort continuum at all. These viewers seem better identified as rejecting the television version of manners, morals, and behavior, but as using the medium for diversion despite these negative evaluations.

For interpretation of Factor IV, statements scored +1.000 and higher are, in descending order: I watch television to keep myself up to date; I like programs that are fun to watch; I watch television to learn what is going on in the world; I like to try some of the new things I see on television; I like programs that demonstrate the importance of being fair and honest; I watch television to learn about strange or unusual things; Television programs give me new insights into our complex world; I often watch programs which have been recommended to me; and, Television programs show the things that are in style.

Statements with normalized factor score estimates of -1.000 and below are, in ascending order: Watching television helps me forget my problems; When friends come to visit, we often watch television; I like to have the television set on while I am eating; Sometimes I watch television just to put off doing other things that need to be done; When I visit my friends, we often watch television; I think television programs teach important moral lessons; I find I can get more done when the television set is on; When I watch television, I tend to forget about the other things that are happening around me; I like to learn about television stars and their lives; I find that watching television makes my own problems seem less serious; I sometimes wish I were a television star; and, I like to have the television set turned on while I am doing other things.

This fourth factor to emerge from the re-analysis of Foley's main study is displayed in Table 10; it represents the same four viewers as were identified by Foley in his original analysis. The distinguishing statements are presented with their estimated deviation scores for Factors I through V, left to right.

Table 10: Distinguishing Statements for the Prototypical Factor IV Viewer from the Re-analysis of Foley's Main Study

Statements	Scores				
I watch television to learn what is going on in the world.	1	1	0	4	2
Television programs show the things that are in style.	1	1	0	3	0
I prefer to watch television with someone.	-2	-2	-1	1	-2
I seldom watch television when I am alone.	-2	2	1	0	-2
I like to have the television set turned on while I am doing other things.	-4	0	-1	-2	-4
When I watch television, I tend to forget about the other things that are happening around me.	0	3	2	-3	1
I like to have the television set on while I am eating.	-1	1	2	-4	1
When friends come to visit, we often watch television.	-1	1	1	-5	-1
Watching television helps me forget my problems.	-3	0	-1	-5	2

Like the Factor III prototype, the Factor IV prototypical viewer is more clearly distinguished by the negative end of the reconstructed Q sort; three items scored highly negatively indicate rejection of use of the medium for forgetting problems, when entertaining friends, and while eating. Only two deviation scores indicate important uses, learning what is going on in the world and knowing what is in style. Noting that five of the six respondents loaded significantly on this factor are women supports the interpretation of these statements; the positive end seems to say that television is accepted and used for what women want to know and rejected or not used where it interferes with family or social activities that are the woman's domain in the home: solving problems, entertaining visitors, and providing a good mealtime experience.

For interpretation of Factor V from this re-analysis of Foley's main study data, those statements with normalized factor score estimates of +1.000 and higher are, in descending order: When I watch television, I want to be left alone; Television programs give me new insights into our complex world; I watch television to learn about strange or unusual things; I watch television to keep myself up to date; Watching television helps to keep me informed of the new things that are happening in our country; I like programs that demonstrate the importance of being fair and honest; I find that time passes more quickly when I am watching television; I like programs that are fun to watch; Watching television keeps me informed of new developments; I like to tell my friends about good programs I have seen; and, I often watch programs which have been recommended to me.

Statements scored -1.000 and below are, in ascending order: I find I can get more done when the television set is on; I sometimes wish I were a television star; I like to have the television set turned on while I am doing other things; When I visit my friends, we often watch television; I like to try to guess what will happen next in a program; I often forget that the television set is turned on; When I watch television, I like to imagine myself as taking part in the program; I like to have the television on most of the time; I often have the television set turned on without really watching it; Sometimes I watch television just to put off doing other things that need to be done; and, Television programs give me good advice about how to act in unusual situations.

This fifth factor is reflected in Table 11, representing five viewers. The distinguishing statements are presented with their estimated deviation scores for Factors I through V, left to right.

The Factor V array is nearly balanced in scoring distribution. The highest and lowest deviation scores indicate the prototypical viewer wants to be left alone when watching and does not get more done when the television set is on--apparently using television exclusive of other activities and apart from other members of the household. The second statement from each end identifies use of the medium for information about what is happening in the country but not for the "Play" of guessing what will happen next in the program. And, the third statement from each end indicates that the medium serves to help pass time quickly and that the set is not on inadvertently. These viewers seem to display a tendency to withdraw from other people

Table 11: Distinguishing Statements for the Prototypical Factor V Viewer from the Re-analysis of Foley's Main Study

Statements	Scores				
When I watch television I want to be left alone.	-5	-2	0	-1	5
Watching television helps to keep me informed of the new things that are happening in our country.	-2	-3	2	2	4
I find that time passes more quickly when I am watching television.	-1	4	1	0	3
Watching television helps me forget my problems.	-3	0	-1	-5	2
I do not like to watch television alone.	-2	-5	-1	-1	1
I do not take television programs very seriously.	-2	2	-3	2	0
I usually tell someone about the interesting things I see on television.	5	0	2	2	-2
I often forget that the television set is turned on.	0	-1	-1	1	-3
I like to try to guess what will happen next in a program.	0	-2	4	1	-4
I find I can get more done when the television set is on.	-3	-2	1	-3	-5

and activities in their search for information, to do so consciously, but not to be inclined to any Play activity. They appear to be serious, purposive, and focused.

The California Study

Data from the California study were analyzed in the same ways and using the same statistical programs for direct comparability with the re-analyses of the data from the two Iowa studies. Factor analysis of the 64 x 39 data matrix yielded an eight-factor solution, but the eighth factor was not interpreted because it had a single salient loading. The remaining seven factors (see Appendix B, Table B) are explicated in the following paragraphs.

Over all factors, only one consensus item was noted: I think some programs show the value of good manners. Deviation scores for this item ranged from -1 through 0 to +1 over the seven factors. Factor I is interpreted first. Wording of statements in this section reflects changes made in the items of the sort to achieve informality of language and to meet the personal reference criterion.

Highly scored items on Factor I--factor scores of +1.000 and above (see Appendix B, Table G)--are, in descending order: I like programs that are fun to watch; When we're at home, we enjoy watching TV together; In dramatic programs, I like to try to guess what will happen next; I usually watch TV with my family or with friends; I like TV programs that demonstrate the importance of being fair and honest; I watch TV because I want to keep up to date; When I watch TV with someone, we often talk about the programs as we watch; I like TV programs that are imaginative; I pretty well know what's going on around the country because I watch TV; I don't take most TV programs very seriously; and, I get new ideas about people and places from TV.

The lowest scored items on Factor I--factor scores of -1.000 and below--are, in descending order: I keep the TV set on nearly all the time; Even when I'm not watching, I like to keep the TV set on for companionship; I like to have the TV set turned while I'm doing other things; Sometimes I wish I were a TV star; I just get more done when the TV is on; Sometimes I sit down to TV just because things aren't going well; I often have the TV on even though I'm not watching; I sometimes forget I have the TV set turned on; Sometimes I watch TV just to put off doing something else; When I watch TV, I usually want to be left alone; When friends come over, we often watch TV; I like to have the TV set on just in case something interesting comes on; and, My friends and I could probably spend a whole evening talking about TV programs we enjoy.

Only four distinguishing statements were identified in accord with the JINNI program criteria. They are presented in Table 12 with reconstructed deviation scores over all factors, Factors I through VII, left to right. The factor represents twelve viewers--eight men, four women.

Table 12: Distinguishing Statements for the Prototypical Factor I Viewer from the Analysis of the California Data

Statements	Scores						
I usually feel more relaxed after an evening of TV.	1	0	-3	0	-2	5	0
I just get more done when the TV is on.	-4	0	3	0	-1	-1	2
I like to have the TV set on while I'm doing other things.	-4	4	-1	2	0	-2	1
Even when I'm not watching, I like to keep the TV set on for companionship.	-5	5	1	4	-3	-2	-1

Highest scored statements on the Factor I array are about equally drawn from Foley's Togetherness and Play functions; none of the distinguishing items are from these functions, however. Lowest scored statements reflect his Normative function; the discriminating items, however, come from the next lowest scored items, reflecting the Background function. The prototypical viewer for this factor would seem to be a person who watches television in the spirit of shared Play or "Togetherness Play." This viewer describes him/herself as having rejected television as a Normative or Background service. The distinctive of this factor type is the non-use of the medium for Background or "companionship." This prototype is described similarly to the Factor II viewer from Foley's preliminary study--in the re-analysis--but differs in that the lowest scored distinguishing items are those reflecting the Normative function; also, the Factor III prototype from the re-analysis of the Foley main study is highly similar in overall description. Foley discussed this type in terms of a recreational use of the medium.

Highly scored items on Factor II--factor scores of +1.000 and above--are, in descending order: I often have the TV on even though I'm not watching; Even though I'm not watching, I like to keep the TV set on for companionship; I like programs that are fun to watch; I sometimes forget I have the TV set turned on; I like to have the TV set turned on while I'm doing other things; I keep the TV set on nearly all the time; I don't take most TV programs very seriously; When we're at home, we enjoy watching TV together; I like TV programs that are imaginative; My friends and I have often talked about TV programs we liked; and, My friends frequently tell me about TV programs they've seen.

Lowest scored items on Factor II--factor scores of -1.000 and below--are, in ascending order: Sometimes, I sit down to TV just because things aren't going well; Sometimes, I wish I were a TV star;

When I watch TV, I usually don't notice a lot of what goes on around me; When I visit friends, we often watch TV; When I watch TV, I usually want to be left alone; I like to learn about TV personalities and their lives; I've gotten good advice from TV about how to act in unusual situations; I would like to be friends with some TV personalities; I think TV programs help people see what it's right to do; I've seen some good examples on TV of how to live my own life; and, Sometimes I watch TV just to put off doing something else.

Distinguishing statements for Factor II are presented in Table 13 with the deviation scores over Factors I through VII, left to right. Seven items contribute to the identification of this prototypical viewer as distinct from the others. The factor represents seven viewers, one man, six women.

Table 13: Distinguishing Statements for the prototypical Factor II Viewer from the Analysis of the California Data

Statements	Scores						
I often have the TV on even though I'm not watching.	-3	5	-2	1	-1	1	1
I sometimes forget I have the TV set turned on.	-3	4	0	0	-2	-3	-3
I like to have the TV set turned on while I'm doing other things.	-4	4	-1	2	0	-2	1
I keep the TV set on nearly all the time.	-5	3	1	-3	-3	-3	1
I've picked up some good hints from TV on ways to do things.	1	0	5	-2	4	2	3
I've gotten good advice from TV about how to act in unusual situations.	-1	-3	1	0	0	-1	1
Sometimes I sit down to TV just because things aren't going well.	-3	-5	2	3	-3	0	-3

Highest scored items for the prototypical viewer represent

Foley's Background function plus two statements from Play and one from Togetherness. Lowest scored items represent a mix of Withdrawal and Para-social Interaction functions. The higher scored discriminating items represent the Background function; of the two lower scored statements, one reflects the Normative, the other, the Withdrawal functions. This prototypical viewer describes him/herself as using the medium for Para-social Interaction; the distinguishing statements indicate Background use to be the primary distinction however.

Highest scored items on Factor III are, in descending order: I've picked up some good hints from TV on ways to do things; I watch TV because I want to keep myself up to date; I pretty well know what's going on around the country because I watch TV; I like to learn about TV personalities and their lives; I keep up to date on new developments by watching TV; I've seen some good examples on TV of how to live my own life; My friends frequently tell me about TV programs they've seen; and, In dramatic programs, I like to try to guess what will happen next.

Lowest scored items on Factor III are, in ascending order: I seldom use anything I see on TV in my own life; I don't take most TV programs very seriously; I seldom think about a TV program after it's over; I don't think of the situations in TV programs as being real; Sometimes I watch TV just to put off doing something else; I usually watch TV with my family or with friends; I enjoy telling friends about good TV programs I've seen; I would like to be friends with some TV personalities; I usually feel more relaxed after an evening of TV; and, Sometimes, I wish I were a TV star.

Table 14 presents the distinguishing statements for the prototypical Factor III viewer. Eight statements meeting the criteria are presented with their respective deviation scores over the seven factors, left to right--Factors I through VII. The factor represents three viewers--one man, two women.

Table 14: Distinguishing Statements for the Prototypical Factor III Viewer from the Analysis of the California Data

Statements	Scores						
I've picked up some good hints from TV on ways to do things.	1	0	5	-2	4	2	3
Even when I'm not watching, I like to keep the TV set on for companionship.	-5	5	1	4	-3	-2	-1
My friends and I could probably spend a whole evening talking about TV programs we enjoy.	-2	-1	1	-3	-4	-5	-5
I enjoy telling friends about good TV programs I've seen.	2	1	-3	5	2	1	0
I don't think of situations in TV programs as being real.	1	0	-4	1	1	1	-1
I seldom think about a TV program after it's over.	0	1	-4	-1	1	-3	2
I don't take most TV programs very seriously.	3	3	-5	2	2	0	2
I seldom use anything I see on TV in my own life.	-1	1	-5	-1	0	-4	1

Half of the higher scored discriminating items reflect Foley's Education function; the remainder are divided among Play, Conversation, Para-social Interaction, and Normative--one statement each. Half the lower scored items represent the Play function; two more reflect Withdrawal and Conversation, respectively; and one each comes from the Togetherness, Para-social Interaction, and Education functions. The one highly scored discriminating item suggests the Education function to play the greatest role of these; but the five lowest scored items are clearly more meaningful in that four of them indicate a self description that rejects the Play use of the medium. The Factor III prototype is described as using television to learn about what is going on in the world, but more important to his/her self description is the apparent seriousness with which this medium is used, as indicated by the "total abstention" from Play. This viewer type is different from Foley's type I in the re-analysis of his preliminary study data in that those viewers used the medium recreatively; these viewers use it in earnest; those viewers use it to broaden their world view; these use it to be current on general information--possibly for conversational purposes. Also, unlike any of the factor types derived from his main study, this viewer type appears to be different from all identified heretofore.

Highest scored items on Factor IV are, in descending order: I enjoy telling friends about good TV programs I've seen; I like programs that are fun to watch; I like TV programs that are imaginative; watching TV helps me forget my problems; Even when I'm not watching, I like to keep the TV set on for companionship; I like to have the TV set on while I'm eating; An evening will pass much faster if I watch TV; My friends and I have often talked about TV programs we liked; I like TV programs that demonstrate the importance of being fair and honest; and, Sometimes I sit down to TV just because things aren't going well.

Lowest scored items on Factor IV are, in ascending order: I can rely on TV to help me know what's in style; I seldom watch TV by myself; I've seen some good examples on TV of how to live my own life; I think TV programs teach important moral lessons; When I watch TV, I like to imagine myself taking part in the program; My friends and I could probably spend a whole evening talking about TV programs we enjoy, I don't like to watch TV by myself; Sometimes, I wish I were a TV star; I would like to be friends with some TV personalities; I keep the TV set on nearly all the time; I suppose I learn more from TV than from the papers, magazines, or books; I don't remember details of what happens in a TV program very long after it's over; I've picked up some good hints from TV on ways to do things; and, I think TV programs help people see what it's right to do.

Table 15 presents the distinguishing statements for the prototypical Factor IV viewer. Nine statements meeting the criteria are presented with their respective deviation scores over the seven factors, left to right, for Factors I through VII. Four viewers are represented on the factor--two men, two women.

Highest scored items on this factor are scattered; three are Withdrawal items; two each are Play and Conversation; then two more are Background items; and one is a Normative statement. Lowest scored statements include four from Normative, two from Education, three from Para-social Interaction, two from Togetherness, and one each from Conversation, Play, and Background. The discriminating items are comparably scattered; the highest scored indicate this viewer enjoys telling friends about programs--a Conversation function, uses the medium to help forget problems--a Withdrawal function, and likes to have the set on while eating--a Para-social Interaction function. The lowest

Table 15: Distinguishing Statements for the Prototypical Factor IV Viewer from the Analysis of the California Data

Statements	Scores						
I enjoy telling friends about good TV programs I've seen.	2	1	-3	5	2	1	0
Watching TV helps me forget my problems.	-2	-2	1	4	-5	2	0
I like to have the TV set on while I'm eating.	0	2	2	3	-1	1	1
I seldom think about a TV program after it's over.	0	1	-4	-1	1	-3	2
I've picked up some good hints from TV on ways to do things.	1	0	5	-2	4	2	3
I don't remember details of what happens in a TV program very long after it's over.	0	1	-1	-2	3	-1	3
I think TV programs teach important moral lessons.	0	-2	-1	-4	1	0	2
I seldom watch TV by myself.	0	-1	-2	-5	2	2	0
I can rely on TV to help me know what's in style.	0	-2	2	-5	-2	1	-2

scored of the discriminating items rejects from the self description any reliance upon the medium for help in knowing what's in style--from the Normative function, seldom watching alone--from the Togetherness function, and thinking of television as a teacher of important moral lessons--also Normative. This "mixed type" seems to value the medium as a source of conversational topics but watches more in the spirit of Play than information seeking--e. g., these seem not to be serious topics of conversation; perhaps this is a kind of recreational use, also. And, the prototypical viewer does not subscribe to watching television alone nor to accepting the norms set by the medium. This factor seems not to be like any of those identified from the Foley data.

Highest scored items on Factor V are, in descending order: I like TV programs that are imaginative; I like programs that are fun to watch; I watch TV to learn about new and different things; I've picked up some good hints from TV on ways to do things; I get new ideas about people and places from TV; I'm usually telling someone something I've seen on TV; I often tell people about TV programs I liked; and, I don't remember details of what happens in a TV program very long after its over.

Lowest scored items on Factor V are, in ascending order: Watching TV helps me forget my problems; When I watch TV I usually don't notice a lot of what goes on around me; When I visit friends, we often watch TV; After I've watched TV, my problems don't seem so serious; My friends and I could probably spend a whole evening talking about TV programs we enjoy; I like to have the TV set on just in case something interesting comes on; I keep the TV set on nearly all the time; I find lots of things to talk about from watching TV; Even though I'm not watching, I like to keep the TV set on for companionship; and, Sometimes, I sit down to TV because things aren't going well.

Only two items discriminate between this factor and the others. Table 16 presents those two items and their deviation scores across all seven factors--Factors I through VII, left to right. Two viewers are loaded on the factor--one man, one woman.

Foley's Play and Education functions are represented by three higher-scored statements each. Two statements represent Conversation. Four of the lower-scored statements reflect the Withdrawal function.

Table 16: Distinguishing Statements for the Prototypical Factor V viewer from the Analysis of the California Data

Statements	Scores						
After I've watched TV, my problems don't seem so serious.	-1	-1	1	1	-4	3	1
Watching TV helps me forget my own problems.	-2	-2	1	4	-5	2	0

Two represent Conversation; one represents Togetherness; and three others reflect the Background function. The two discriminating items are from the Withdrawal function.

The prototypical Factor V viewer is characterized as tending to use the medium for purposes of Play and Education with Conversation in mind; i. e., he/she likes programs that are imaginative, fun to watch, that teach new and different things, that provide hints on new ways to do things, that provide new ideas about people and places, and that provide information to tell others--without having to remember details for very long. This viewer does not use the medium for Withdrawal or Background: i. e., the most-unlike-me end of the sort includes watching to forget problems, to shut out the immediate environment, as a social activity when visiting, to minimize one's own problems, as content for conversation, to resort to when something interesting comes on, and so on. Not using television for Withdrawal is the significant difference from the other factor types.

Highest scored items on Factor VI are, in descending order: I like TV programs that demonstrate the importance of being fair and honest; I usually feel more relaxed after an evening of TV; When we're at home, we enjoy watching TV together; An evening will pass much faster if I watch TV; I keep up to date on new developments by watching TV; I watch TV to learn about new and different things; I just prefer to watch TV with someone; I usually watch TV with my family or with friends; After I've watched TV, my problems don't seem so serious; I like to learn about TV personalities and their lives; I like programs that are fun to watch; I like programs where people seem to be talking right to me; I like the way TV makes important people seem like friends; and, I seldom watch TV by myself.

Lowest scored items on Factor VI are, in ascending order: My friends and I could probably spend a whole evening talking about the TV programs we enjoy; I like to try out things I see and hear on TV; I seldom use anything I see on TV in my own life; Sometimes, I wish I were a TV star; When I watch TV, I like to imagine myself taking part in the program; I sometimes forget I have the TV set turned on; When friends come over, we often watch TV; I think TV programs help people see what it's right to do; I seldom think about a TV program after it's over; I keep the TV set on nearly all the time; and, I find lots of things to talk about from watching TV.

Nine distinguishing statements were identified for Factor VI. They are presented in Table 17 with their respective deviation score estimates, over all factors--Factors I through VII, left to right. Six viewers are loaded on the factor--five men, one woman.

The prototypical Factor VI viewer is characterized by three higher scored items from each of three hypothesized functions--Withdrawal, Togetherness, and Para-social Interaction; two items material for thought.

Highest scored items on Factor VII are, in descending order: I know what's going on around the country because of TV; When I watch TV with someone, we often talk about the programs as we watch; I watch TV because I want to keep up to date; I keep up to date on new developments by watching TV; I like the way TV makes important people seem like friends; I've picked up some good hints from TV on ways to do things; I usually watch TV with my family or with friends; When we're at home, we enjoy watching TV together; I don't remember the details of what happens in a TV program very long after it's over; I like programs that are fun to watch; and, I seldom think about a TV program after it's over.

Lowest scored items on Factor VII are, in ascending order: My friends and I could probably spend a whole evening talking about TV programs we enjoy; When I watch TV, I usually don't notice a lot of what goes on around me; I like programs that are imaginative; I would like to be friends with some TV personalities; I like TV programs that demonstrate the importance of being fair and honest; I learn more from TV than from the papers, magazines, or books; Sometimes, I sit down to TV because things aren't going well; Sometimes, I watch TV to put off doing something else; I sometimes forget I have the TV turned on; I'm usually telling someone about something I've seen on TV, When I watch TV, I like to imagine myself taking part in the program; and, I like to try out things I see and hear on TV.

Five discriminating items were identified. The statements and their respective deviation scores are presented in Table 18 for

Table 18: Distinguishing Statements for the Prototypical Factor VII Viewer from the Analysis of the California Data

Statements	Scores						
When I watch TV with someone, we talk about the programs as we watch.	3	2	-1	2	-2	-2	5
I think TV programs help people see what it's right to do.	-1	-3	-2	-2	-1	-3	2
I often tell people about TV programs that I liked.	1	2	1	2	3	1	-1
I like TV programs that demonstrate the importance of being fair and honest.	4	2	2	3	1	4	-4
I like programs that are imaginative.	3	3	-1	4	5	-2	-4

all factors--Factors I through VII, left to right. The factor represents only two viewers--one man, one woman.

Higher scored items for the Factor VII prototype indicate the Education function to be dominant but accompanied by a sense of Togetherness. Lower scored items suggest a rejection of using the medium for Withdrawal and for Conversation along with some Education and most Para-social Interaction uses. Discriminating items indicate watching with someone--a Togetherness function--significantly sets the viewer type apart from the others. Also contributing to the distinction is a rejection of a liking for programs that are imaginative and those that demonstrate the importance of being fair and honest. While the viewer is information-oriented, the information is for immediate use with co-viewers; imaginative presentation and moral platitudes seem not to be desired in television programs.

THE REPLICATION QUESTION

As noted above, Foley demonstrated the replicability of Q method in his comparison of factor arrays and labels from his preliminary and main studies. A second and preferred comparison is to perform a second factor analysis that takes the normalized factor score estimates for the prototypical viewer from each of the factors as raw data. Using the outcomes in this re-analysis, such an approach was used here.

The Iowa Studies as Replication

First, the normalized factor score estimates for each of the three factor types from the preliminary study and each of the five types from the main study were assembled into a 64 x 8 data matrix; these were submitted to principal components analysis using the BMD program noted earlier. The change in approach from the principal factors solution used earlier reflects a different theoretical concern in the outcome.

The principal factors solution "looks for" commonness among the entities in their sorting patterns; this commonness is maximized in seeking a solution that provides "clusters of entities who have expressed similar uses and gratifications in their sorts. The principal components analysis begins by seeking to identify each of the factor types with an independent component; each variance component, then, reflects a relatively discrete type--regardless of the number of significant loadings identified with it.

In analyzing the two Iowa studies, a four-component solution provided an intuitive best fit to the eight factor types. Table 19 presents the Varimax-rotated Principal Components solution derived from this analysis.

Table 19: The Varimax-rotated Principal Components Solution Derived from Second-order Analysis Using Normalized Factor Score Estimates from Re-analyses of Foley's Preliminary and Main Studies

	I	II	III	IV	h^2
FP_1	.84212	.06397	.19835	.33312	.86357
FP_2	.23559	−.00938	.81632	.00559	.72200
FP_3	−.04451	.96116	−.00368	−.00876	.92590
FM_1	.80993	−.13585	.18069	−.12301	.72222
FM_2	.19369	.01160	.10891	.94874	.94962
FM_3	.14598	.01788	.83003	.13781	.72957
FM_4	.80349	−.10614	.24393	.19380	.75392
FM_5	.69658	.41948	.07887	.22467	.71788
Eigenvalues	2.61228	1.13415	1.50492	1.13334	6.38469

This four-component, second-order analysis accounts for approximately 80% of the total variance in common. More than 70% of the variance for each viewer type is accounted for over the four components. As is usual, the first component is dominant, accounting for nearly one-third of the total variance and nearly half of the common variance.

The first component is identified by four very high factor loadings: the first viewer type from the preliminary and main studies, the fourth from the main study, and the fifth from the main study. Earlier analyses identified the first factor in both studies with information gathering; in the main study, the emphasis was observed to be more on the conversational use of the information while in the preliminary study, the information gathering was the primary activity with elements of Play and Conversation interspersed. These two factor types are, perhaps, more alike in their rejection of Background and Withdrawal from their self descriptions. The fourth factor type in the main study was high in information gathering but for Normative and Conversation purposes, while also rejecting Background and Withdrawal functions from the self description. The fifth factor type in the main study also engaged in information gathering, but seemingly for a variety of reasons; this prototype also disclaimed the Background function along with Para-social Interaction. A common thread here seems to be some information-gathering tendency along with non-use of the medium for Background (or companionship) purposes. The second-order factor that identifies these four prototypical viewers in common would seem to identify a theme on which some variation is evident. Clearly, a basic viewer type has been identified in Market A through one sampling and, in effect, found again in a second sampling.

A test of this interpretation can be developed by estimating the factor scores (see Appendix B, Table H) for the supervectors and identifying the dimensions of the more comprehensive viewer types represented for comparison of the prototypes developed from the re-analyses of the Iowa data. This was done. Table 20 presents the nine consensus statements for the four-component solution. In the following paragraphs, supervectors I and III are interpreted for comparisons to the factors loading on them; supervectors II and IV are not interpreted because they had a single significant loading on

Table 20: Consensus Items from the Four Supervectors of the Secondary Analysis of the Factor Types Derived from the Iowa Studies

Statements	Scores			
I do not think of situations shown in television programs as being real situations.	0	-2	-2	2
I usually tell someone about the interesting things I see on television.	2	1	2	0
I prefer to watch television with someone.	0	0	1	-2
I like television programs that let you really get to know the people on them.	1	-2	1	-1
I like programs where the people seem to be talking directly to me.	2	-1	0	1
I like to try some of the new things I see on television.	2	-2	0	-1
Even if I am not watching all the time, I like to keep the television set turned on for companionship.	-2	-2	0	0
I often forget the television set is turned on.	-1	0	-2	-1
Television programs show the things that are in style.	1	0	1	1

each--i. e., no common variance is accounted for on either.

To characterize the more comprehensive viewer type represented by Supervector I, the statements with a normalized factor score estimate of +1.000 and higher were identified. In descending order, these items are: I watch television to keep myself up to date; I like programs that are fun to watch; Watching television keeps me informed of new developments; I watch television to learn about strange or unusual things; Television programs give me new insights into our complex world; We enjoy watching television together; I often watch programs which have been recommended to me: I like to tell my friends about good programs I have seen; and, I like programs that demonstrate the importance of being fair and honest.

Similarly, the statements representing the "most-unlike-me" end of the reconstructed Q sort for the supervector are presented in ascending order; they are: I find I can get more done when the television set is on; I sometimes wish I were a television star; Sometimes I watch television just to put off doing other things that need to be done; I like to have the television set turned on while I am doing other things; When things are not going well, I often turn on television (the main study substituted sometimes for often); When I visit my friends, we often watch television; When I watch television, I want only to be left alone (the main study dropped only from the item); When friends come to visit, we often watch television; When I watch television, I like to imagine myself as taking part in the program; I like to have the television set on while I am eating; and, I often have the television set turned on without really watching it.

Four statements met program criteria for distinguishing this viewer type from the other three. They are presented in Table 21 with their deviation scores over all factors, Factors I through IV, left to right.

This more comprehensive viewer typology is identified as watching television for informational currency with viewing fun a meaningful element of the experience. Unlike this viewer type is having the set on while doing other things or trying to do other things while watching, wishing to be a television star, or using it for such escapist activities as watching to avoid doing something or when things are not going well. The discriminating items indicate

Table 21: Distinguishing Statements for the Prototypical Supervector I Viewer Type from Second-order Analysis of the Two Iowa Studies

Statements	Scores			
I watch television to keep myself up to date.	5	-1	3	3
I watch television to learn what is going on in the world.	3	-1	-1	1
I like to have the television set on while I am eating.	-3	0	2	1
When things are not going well, I often/sometimes turn on television.	-4	1	0	1

that being up-to-date on what is going on in the world is distinctive at the "most-like-me" end of the sort, not watching while eating or when things are not going well at the "most-unlike-me" end. The four viewer types identified in the re-analysis of Foley's two Iowa studies that have loaded on this second-order factor seem to be best described as tending to be active users of the medium who enjoy the programs and feel they gain from watching. Their active use of the medium is attested to by their not using television while doing other things and their avowed use of it for currency, information, and insights. While this prototype may, indeed, include Gutman's "dissemblers," the informational currency sought by these viewers seems better identified with topics of general conversation in that they enjoy watching together, watch what is recommended, and like to tell friends about what they see.

Logically, the next question is, Who are the people who have loaded on the factors identified with the supervector and what do they watch? Unfortunately, Foley did not provide specific information about his respondents; the who part of the question can be answered only in general terms. The generalizations are further limited by the comparatively different factors accepted at the lower end of the variance distribution in the first-order analyses of the present study. Basically, the people on the first factors of the preliminary and main studies are generally identified as six men and five women and one man and five women, respectively, with six men and four women having more than a high school education. In neither study, does the majority of those loaded on the first factor report reading more than one book a month, listening to radio news, or reading a newspaper other than the local daily. In the preliminary study, six of the eleven report reading news magazines regularly while none of the six loading on the first factor in the main study reported use of news magazines. The majority of both groups did report regular use of the local daily only, the rest using the local daily and some other paper.

Of the preliminary study respondents identified with Factor I, Foley observed:

> The favorite programs mentioned by type I subjects substantiate the informational orientation of these viewers. Among the programs mentioned as favorites are the news, National Geographic specials, and special coverage of space events. The other favorite programs mentioned by type I viewers indicate the balance between their informational uses of television and their recreational uses. The program mentioned as a favorite most frequently by type I viewers is the Dean Martin Show. Many type I viewers say their favorite programs are related to their special interests. One viewer said his favorite programs were Judd for the Defense, Ironsides, and The FBI, because he was interested in law. Other type I viewers mentioned a long standing interest in sports which led them to select the sports specials and football games as their favorite programs.
>
> Although type I viewers liked to watch programs which were linked to their special interests, their use of television is

> not what would ordinarily be called educational. They select programs which contain some information about an area of interest, but they do not necessarily avidly seek out special programs which present detailed instruction in this area of special interest.[23]

Of the Factor I viewer type in the main study, Foley said:

> The type I viewers use television as a basis for conversation with other people. They also want it to be a moral force for the young. They want it to bolster or substitute for their own ethical guidance of their children. . . .
>
> The type I viewers watched a wide variety of programs. All six type I viewers returned their diaries. Five of them reported watching daytime serials three or more days of the diary week. Three watched a news program three or more days of the diary week; one did not watch any news programs during the week. The programs they picked as their favorites included: Peyton Place, Lawrence Welk, news, dramatic specials, Walt Disney, and some daytime serials.[24]

While some of the differences between the two groups are very clear, their inclusion in the common category represented by the supervector does establish an information-seeking theme as a common element. The variation on the theme appears in the reasons for information seeking and the attendant variety of program choice seems reasonably explained from that insight.

Supervector II contained only one significant loading; it is not interpreted. Supervector III contained two significant loadings: the second factor type from the preliminary and the third factor type from the main studies. Statements reflecting the positive or "most-like-me" end of the sort with normalized factor score estimates of +1.000 and higher are, in descending order: I like programs that are fun to watch; My friends frequently talk about television programs; I like to try to guess what will happen next in a program; I usually watch television with my family or friends; We enjoy watching television together; I like to tell my friends about good programs I have seen; I watch television to keep myself up to date; I watch television to learn about strange or unusual things; When I watch television with someone, we often talk the programs as we watch; I often watch programs which have been recommended to me; and, Watching television keeps me informed of new developments.

At the "most-unlike-me" end of the sort, with normalized factor score estimates of -1.000 and below, are nine statements; in ascending order, they are: I think television programs teach important moral lessons; Television programs give good examples of how to live; Television programs show the things that are right to do; I do not take television programs very seriously; I sometimes wish I were a television star; Television programs give me good advice about how to act in unusual situations; Television programs show the importance of having good manners; I seldom use the things I have seen on television; and, Television programs teach you about what other people will do.

Ten discriminating items were identified by the JINNI program. They are presented in Table 22 with their deviation scores over all factors, Factors I through IV, left to right.

The more comprehensive viewer type associated with this second-order factor describes him/herself as liking programs that are fun to watch, discussing programs with friends, trying to guess what will happen next in programs, watching with family or friends and enjoying watching together, liking to tell others about programs, and using the medium to gather information--i. e., to be up-to-date on strange

Table 22: Distinguishing Statements for the Prototypical Supervector III Viewer Type from Second-order Analysis of the Two Iowa Studies

Statements	Scores			
My friends frequently talk about television programs.	5	1	5	5
I like to try to guess what will happen next in a program.	2	-2	5	0
I often have the television set turned on without really watching it.	-2	-5	1	-2
I find I can get more done when the television set is on.	-5	-4	1	-2
I seldom use the things I have seen on television.	-2	0	-3	4
Television programs show the importance of having good manners.	0	-1	-3	1
I do not take television programs very seriously.	1	0	-4	2
Television programs show the things that are right to do.	0	1	-4	1
Television programs give good examples of how to live.	-1	-1	-5	-1
I think television programs teach important moral lessons.	0	3	-5	1

or unusual things. This viewer says he/she does not think programs teach important moral lessons, give good examples of how to live, show things that are right to do, and does not take programs very seriously. He/she does not receive good advice about how to act in unusual situations nor see in programs the importance of having good manners. The discriminating items indicate that the positive end of the array is distinctive on the matter of talking with friends about programs and trying to guess what will happen next. Having the set on without watching it or getting more done when it is on is judged neither like nor unlike this viewer type. This viewer clearly rejects the medium as a teacher of social norms, however. Six of the ten distinguishing statements identify the negative end of the array with four of those indicating exclusion of television's norms for behavior and the other two stating that programs are not taken seriously and that the viewer seldom has use for anything seen on television. This pair of statements seem, to some degree, to represent a moralistic view of the medium. This prototype probably rejects sex and violence, and perhaps other behavior, in program content, but still watches the medium for fun and conversation. Television viewing is clearly something to be done together and the fun and conversation are a part of being together. Who these viewers might be cannot be clearly discerned because Foley does not provide individual descriptions of his respondents. He only reports such information as two of the five type IIs indicate no past or present community activity; none read a news magazine; all read the local daily newspaper; none listen to radio news; they are under 50 (and four are under 35); all have a highschool diploma; four are female; one lives in an apartment; all have one or more children; and, only one has a color set (in 1968). While he offers comparable information about the three type IIIs from his main study, the five-factor solution obtained in re-analysis dropped one of his respondents and picked up another--not distinguishable from any others. Most characteristics for his three original type III main study viewers were similar to his five type II preliminary study viewers.

The California/Iowa Replication

Fully to test the question of replicability calls for the drawing of a comparable sample in a different market and a testing for the presence of identifiably similar viewer types from the first to the second markets. The California study was undertaken for that purpose. The replicability test was carried out by applying second-order factor analysis to the normalized factor score estimates derived from the re-analyses of the two Iowa studies and the analysis of the California study. Prior discussion indicates some comparability in factor labels and descriptions. The second-order factor analysis provides corroboration.

The fifteen factor types from the three analyses were represented by their normalized factor score estimates in a 64 x 15 data matrix and submitted to principal component analysis. The intuitive best fit was found in a six-factor, Varimax-rotated solution. Table 23 displays the factor structure matrix for the second-order solution with communalities and Eigenvalues. Immediately discernible similarities conform to the earlier presentation of the two Iowa studies: Supervector I is loaded by the same first-order factors as are shown in Table 19; the former Supervector III is the new Supervector II and vice versa; and the former Supervector IV is the new Supervector VI. New Supervectors IV and V are unique to the present analysis and emerge from the California data, alone. As Brown observed in demonstrating the utility of second-order factor analysis, what can be said of a factor type found in any part of the country can be said, in general, of the same type found anywhere.[25] These supervectors will be examined and compared in the following paragraphs with that observation in mind as Fletcher's question is put to a direct test.

Table 23: The Varimax-rotated Principal Components Solution Derived from Second-order Analysis Using Normalized Factor Score Estimates from Re-analysis of Foley's Iowa Studies and the California Study

	I	II	III	IV	V	VI	h^2
FP_1	.87089	.18030	-.03014	.01251	.03329	.23976	.85062
FP_2	.25376	.58868	-.13117	.30963	.36993	.01645	.66113
FP_3	.03481	-.08546	-.91559	-.09748	-.03444	.10279	.86807
FM_1	.78752	.14796	.08737	.25189	-.02523	-.12286	.72889
FM_2	.32563	.25695	.05228	-.32097	-.20807	.60048	.68168
FM_3	.20800	.68828	-.07901	.24963	.02181	.16243	.61241
FM_4	.82464	.18403	.11867	.03019	.19084	.06901	.77007
FM_5	.61866	.00827	-.26229	.16632	.02142	.45598	.68764
C_1	.74933	.18981	-.05014	-.10792	.31948	.29252	.79932
C_2	.14013	.74090	.17608	-.26238	.29562	-.13187	.77320
C_3	.13470	.08705	.09337	.89314	.02265	.09159	.84104
C_4	.07858	.74968	.14178	-.02088	-.19853	.19077	.66454
C_5	.45929	.01530	.47249	-.06402	.37981	.21587	.62938
C_6	.12125	.08426	-.06330	.25444	.25790	.80349	.80266
C_7	.15365	.05379	.08612	.03713	.84699	.07760	.75871
Eigen-values	3.51102	2.14672	1.25292	1.31173	1.37797	1.52901	11.12936

The first component is identified by five very high factor loadings: The first viewer type from the preliminary and main studies along with the fourth and fifth types from the main study, derived from the re-analysis of Foley's Iowa data, and the first viewer type from the California study. The first four loadings emerged in the prior analysis using the Iowa factors only; the first type from the California study is now identified as a part of the same cluster, i. e., as being of the same general "type." The four factor types loading on the first component in the analysis of the Iowa data have already been identified as being most similar in their tendency to be information seekers--but for different reasons in each case--while tending to disclaim television use for Background or Normative purposes. The prototypical Factor I viewer from the California study has been noted to be only minimally an information seeker but to be strongly inclined to disclaim any Background use of the medium.

In three different samples selected in very similar fashion from two different areas of the country, a viewer type has been identified that disclaims use of the medium for Background or "companionship" purposes, tends to disclaim Normative uses of the medium, and reports some information-seeking activities, although uses for the information gathered seem to vary from factor type to factor type, regardless of market or sample. This second-order factor identifies a theme on which some variation can be observed without unreasonable departure from the theme. This observation corroborates the earlier comparison of Foley's two studies within a single community and supports an affirmative response to Fletcher's question.

As noted before, this interpretation can be tested by calculating the normalized factor score estimates for the supervector and deriving a direct interpretation. This was done (see Appendix B, Table I).

Seven consensus items were identified by the JINNI program; factor score estimates for these items are not significantly different from each other over all factors. The consensus items and their estimated deviation scores over the six factors are presented in Table 24, Factors I to VI, left to right. The item wordings reflect the statement form used in the California study.

Table 24: Consensus Statements from the Second-order Factor Analysis of Factor Types from Foley's Iowa Studies and the California Study

Statements	Scores					
I often tell people about TV programs that I liked.	1	1	0	1	-1	-1
I don't like to watch TV by myself.	-1	-2	-1	-2	-2	-1
I just prefer to watch TV with someone.	0	1	-1	0	1	2
I like TV programs that let me get to know the people on them.	0	1	1	0	-1	0
I like programs where people seem to be talking right to me.	2	0	0	1	0	3
I like to have the TV set on just in case something interesting comes on.	-2	0	-2	1	-1	0
I think some TV programs really show the value of good manners.	0	-2	0	-1	-1	0

Consensus over the three samples--two populations--indicates some tendency to find discussing television programs, prefering television to be a part of a social experience, enjoying some para-social interaction with television personalities/characters, justifying some background use of the medium for interest value, and finding some instruction in manners useful to be of relatively little importance to the self description. One or more of these ideas is similarly ranked in each of the prior analyses.

Supervector I produced twelve items that have a factor score of +1.000 or higher; in descending order, these are: I watch TV because I want to keep myself up to date; I like programs that are fun to watch; I keep up to date on new developments by watching TV; When we're at home, we enjoy watching TV together; I get new ideas about people and places from TV; I suppose I learn more from TV than from the papers, magazines, or books; I watch TV to learn about new and different things; I like TV programs that demonstrate the importance of being fair and honest; I often watch TV programs that others have recommended to me; I enjoy telling friends about good TV programs I've seen; I'm usually telling someone about something interesting I've seen on TV; and, My friends and I have often talked about TV programs we liked.

Eleven items have a factor score of -1.000 or lower; these are, in ascending order: I just get more done when the TV is on; Sometimes, I wish I were a TV star; I like to have the TV set turned on while I'm doing other things; Sometimes, I watch TV just to put off doing something else; When I watch TV, I usually want to be left alone; Sometimes, I sit down to TV just because things aren't going well; When I visit friends, we often watch TV; When friends come over, we often watch TV; I often have the TV on even though I'm not watching; Even when I'm not watching I like to keep the TV set on for companionship; and, I like to have the TV set on while I'm eating.

Three discriminating items were identified by the JINNI program. In Table 25, they are presented in descending order with their respective deviation scores over all six factors displayed, left to right for Supervectors I through VI.

Table 25: Distinguishing Statements for the Prototypical Supervector I viewer from the Second-order Factor Analysis of Both Iowa Samples and the California Study

Statements	Scores					
I'm usually telling someone about something interesting I've seen on TV.	2	1	-2	0	-3	-2
I like to have the TV set turned on while I'm doing other things.	-4	2	5	-1	1	-2
I just get more done when the TV is on.	-5	1	3	3	2	-1

As has been the case with each of the factor types loaded on this supervector, the items making up the higher portion of the array are derived largely from Foley's Education function--mixed here with Play, Togetherness, Normative, and Conversation statements. The discriminating item at the positive end of the array, however, is a Conversation item. At the negative end, the statements largely represent Background and Escape functions with Conversation and Para-social Interaction items mixed in. Discriminating items at the negative end represent the Background function. While the supervector clearly reflects the information-seeking activities of the viewers and a tendency to reject Escape and Background uses of the medium, the real distinction between this supervector and any others is the clear rejection of the Background function of the medium. That this might be accepted as a meaningful, identifiable "type" from market to market, is supported by the similarity of factor arrays for four different clusters of viewers in the three samples--two of the four being found in Foley's main study sample in Iowa.

Supervector II is identified by eleven statements that are associated with factor scores of +1.000 and higher. These are, in descending order: I like programs that are fun to watch; I enjoy telling friends about good TV programs I've seen; I like TV programs that are imaginative; I like to keep the TV set on for companionship; My friends frequently tell me about TV programs they've seen; In dramatic programs, I like to try to guess what will happen next; I like to have the TV set on while I'm eating; When I watch TV with someone, we often talk about the program as we watch; I often have the TV on even though I'm not watching; An evening will pass much faster if I watch TV; and, My friends and I have often talked about TV programs we liked.

The negative end of the supervector is identified by eleven statements with factor scores of -1.000 or less. In ascending order, they are: Sometimes, I wish I were a TV star; I've seen some good examples on TV of how to live my own life; I think TV programs teach important moral lessons; I think TV programs help people see what it's right to do; I would like to be friends with some TV personalities; I've gotten good advice from TV about how to act in unusual situations; When I watch TV, I like to imagine myself taking part in the program; When I watch TV, I usually want to be left alone; I seldom watch TV by myself; I think TV programs help people learn how others will act and what they'll do; and, I just get more done when the TV is on.

Six discriminating items were identified by the JINNI program. These items and their estimated deviation scores are presented in Table 26, with deviation scores for Supervectors I through VI, left to right.

Table 26: Distinguishing Statements for the Prototypical Supervector II Viewer from the Second-order Factor Analysis of Both Iowa Samples and the California Study

Statements	Scores					
I like programs that are fun to watch.	5	5	-2	2	3	3
I like TV programs that are imaginative.	2	4	-1	-1	-4	0
An evening will pass much faster if I watch TV.	1	3	-3	0	-2	4
I've picked up some good hints from TV on ways to do things.	1	-1	2	5	3	2
I like the way TV makes important people seem like friends.	1	-1	2	2	4	2
I've seen some good examples on TV of how to live my own life.	-1	-5	0	3	-1	1

The positive end of the supervector is represented by a mix of items from Foley's Play, Conversation, Escape, and Background functions; the discriminating items for this end of the reconstructed array include two with high estimated deviation scores from the Play function and one from the Escape function. The negative end of the array reflects Para-social Interaction, Normative, and Escape functions. The highest deviation score is associated with the Normative function. In short, this supervector is distinguished from the others by the clear representation of a tendency to Play with the medium while rejecting any Normative role for the medium. This is corroborated by the descriptions of the factors loading on this supervector from the three different samples.

Supervectors III, IV, and V are not interpreted in that each has only a single factor loaded significantly on it and on no other supervector. Each of these represents a "type" of viewer unique in the sample from which it was derived. This is not to say that such a type might not have been found with a larger and/or more representative sample in each of the other cases.

Supervector VI has two significant loadings, one from Foley's main study in Iowa and one from the California study. The positive end of the supervector is represented by nine statements with factor scores of +1.000 or greater. In descending order, these nine statements are: I usually feel more relaxed after an evening of TV; I like TV programs that demonstrate the importance of being fair and honest; An evening will pass much faster if I watch TV; I keep up to date on new developments by watching TV; When we're at home, we enjoy watching TV together; I watch TV to learn about new and different things; I like programs that are fun to watch; I usually watch TV with my family or with friends; and, I seldom watch TV by myself.

Eight statements with factor scores of -1.000 or less identify the negative end of the supervector. In ascending order, those items are: When I watch TV, I like to imagine myself taking part in the program; I like to try out things I see and hear on TV; My friends and I could probably spend a whole evening talking about TV programs we enjoy; Sometimes, I wish I were a TV star; I sometimes forget I have the TV set turned on; I seldom think about a TV program after it's over; and, I keep the TV set on nearly all the time.

Four discriminating items were identified by the JINNI program. The statements and their respective deviation scores are displayed in Table 27, with supervectors represented left to right, I through VI.

Table 27: Distinguishing Statements for the Prototypical Supervector VI Viewer from the Second-order Factor Analysis of Both Iowa Samples and the California Study

Statements	Scores					
I usually feel more relaxed after an evening of TV.	-1	0	2	-3	0	5
I like TV programs that demonstrate the importance of being fair and honest.	3	2	-4	2	-4	5
An evening will pass much faster if I watch TV.	1	3	-3	0	-2	4
I just get more done when the TV is on.	-5	1	3	3	2	-1

The positive end of the array reflects endorsement of items representative of Escape, Normative, Education, and Togetherness functions. Strong deviations identify the positive end of the array with Escape items and the Normative item associated with a preference for fair play. The only negative discriminator reveals a tendency to reject a Background use of the medium, notable for its slightly negative centrality in that all other factors place this item either in slightly positive centrality or at the extreme negative. The mix of Para-social Interaction, Conversation, and Background items on the negative end of the supervector array are not significant in distinguishing it from the others. As a superordinate category, this description readily encompasses the Foley Conception of his Factor II prototype as viewing for relaxation and the California Factor VI prototype which is described as viewing for relaxation or escape and not taking the content seriously--both of which load significantly on this supervector.

In summary, this reanalysis of the two Foley studies and the improved replication of his approach in a new environment, and a decade later, clearly support the replicability of Q method. Replicability with Q ought not to pose a problem for the investigator, in any case; first, Stephenson demonstrated replication with Q when he employed its tools in a single study under different sets of instructions with the same subject, or subject set, responding.[26] The simple fact of sensible conclusions from his use of the method under such circumstances is, at least, indirect evidence of the replicability--and stability--of Q.[27] This study, using data gathered in a different market ten years later, certainly dispels any doubts raised by Fletcher regarding the stability and replicability of Q in mass media audience studies, when the work is carried out in comparable fashion from study to study.

Clear evidence for the stability and replicability of Q is offered in the comparability of the arrays that represent the clusters of people identified as describing their media use in terms of the set of Q-statements assembled by Foley and in three different samples drawn from two different markets. At the same time, unique self descriptions were also produced in each market. While this disparity gives rise to the usual question of sample size, it also gives rise to the question of proper use of Q. Given the usual sample size for Q research, some representation of at least two of the three supervectors with multiple loadings ought to emerge in any market simply by applying the Foley sort to a randomly drawn group of men and women who use the medium; likewise, separate factor arrays might also emerge, some of which might correspond to the unique factors observed in the three samples examined here. More properly, however, Q ought now to be used more in the way intended--by identifying useful segments of the population (a la the Thompson schema, perhaps) and pursuing the understanding of media use by significant segments of society.

THE AUDIENCE SEGMENTATION QUESTION

Fletcher's purposes included an evaluation of Foley's sort as an audience segmentation device. That he concluded it to be inadequate has been demonstrated above to be a consequence of his failure to draw his sample and to analyze his data using methods comparable to those of Foley. The present work demonstrates Foley's sort to be a potentially useful approach to audience segmentation within a uses and gratifications framework. The progress of more than a decade has, to some degree, bypassed the tool and some of the ideas underlying it, however. Other functions than those included by Foley have been identified; some of his functions and/or their operationalization seemed not to have proved optimal. Further work with his sort ought to be undertaken only in the context of further development of his ideas in light of the progress made since his work was completed.

Among notions that might beneficially be included in the development of an improved tool for audience segmentation are the social context in which viewing is normally undertaken and the content of the preferred programs. Foley tapped social context in terms of the medium serving either an Escape (viewing alone or quietly) or a Togetherness (being together, chatting about the program) function. More recent thinking in this realm suggests that some content might prove useful to viewers for fostering Togetherness, some content might support their use of the medium for Escape regardless of the viewing context, but some viewers might prefer to view some content alone, not for escape but to avoid interruption or loss of information. That some people may use all programs to gratify the same learned need or set of needs--a premise pursued by Foley--does not preclude others from using each program watched to gratify a different need. Foley's rudimentary sort has seemingly only scratched the surface, but present results indicate the scratch may prove to be an important one for the utility of Q as a means of examining subjectivity in depth regarding people's media use practices. The method retains considerable utility for further investigation of audiences by segments--those who have become members of the audience for a program for the same purposes and those who have become members for diverse purposes.

ENDNOTES

[1] These are: Joseph Michael Foley, "A Functional Analysis of Television Viewing," Ph. D. dissertation, University of Iowa, 1968 (Ann Arbor, Michigan: University Microfilms, Inc.); James E. Fletcher, "Evaluation of Foley's Q-sort as a Technique for Audience Segmentation," *Western Speech*, 39 (1975), 13-19; and Jonathan Gutman, "Television Viewer Types: A *Q* Analysis," Journal of Broadcasting, 22 (1978), 505-515.

[2] R. C. Adams and William J. Ingenthron, "Equal Time: A Comment on Fletcher's Replications of Foley," *Western Speech Communication*, 39 (1975), 200-202.

[3] Fletcher, p. 15.

[4] William Stephenson, *The Study of Behavior: Q-Technique and Its Methodology* (Chicago: The University of Chicago Press, 1953), p. 115.

[5] Steven R. Brown, *Political Subjectivity: Applications of Q Methodology in Political Science* (New Haven: Yale University Press, 1980), p. 22 fn.

[6] Foley, p. 26.

[7] James G. Coke and Steven R. Brown, "Public Attitudes About Land Use Policy and Their Impact on State Policy-Makers," *Publius*, 6 (1976), 97-134.

[8] Foley, Appendix D, pp. 209-216.

[9] W. J. Dixon, BMD--Biomedical Computer Program (Berkeley: University of California Press, 1970), p. 169.

[10] Brown, Appendix: Technical Notes (11), pp. 301-319.

[11] Stephenson, p. 247.

[12] While Stephenson implicitly recognized the need for isomorphism in his explication of the need for a distensive zero in scoring (*The Study of Behavior*, pp. 195-196), it is not apparent in his own work until his use of agree-disagree to identify the deviations from zero (William Stephenson, *The Play Theory of Mass Communication*. Chicago: The University of Chicago Press, 1967; see p. 16). All his later writings emphasize isomorphism in the continuum labels (e. g., "Methodology of Single Case Studies," *Journal of Operational Psychiatry*, 5 (1974), 3-16--see p. 10 in particular).

[13] Foley, p. 57.

[14] Brown, Appendix: Technical Notes (11), pp. 301-319.

[15] Foley, p. 57.

[16] Foley, p. 60.

[17] Gutman, p. 510.

[18] Foley, p. 61.

[19] Foley, p. 65.

[20] Brown, p. 92.

[21] Brown, p. 253.

[22] Foley, p. 91.

[23] Foley, pp. 57, 60.

[24] Foley, pp. 91, 96.

[25] Brown, pp. 66-67.

[26] Stephenson, *The Study of Behavior*, pp. 115ff.

[27] Coke and Brown.

APPENDIX A

INTERVIEW SCHEDULES

AIS RESEARCH MEDIA USE STUDY 1-1177 A
5689 North 5th
Fresno, California
(209) 439-1562 TELEPHONE SCREENER Date ________

NAME ________________________________ PHONE ____________

ADDRESS ______________________________ INTERVIEWER ________

TIME ________ VALIDATED ______________________________

Hello, my name is ______________ from AIS, a national market research firm and I'd like to ask you a few questions. To begin with:

1. Do you own a television set? (IF YES, CONTINUE: IF NO, TERMINATE & TALLY)

2. How many color sets do you own? ____________

   And, how many black and white sets do you own? __________

3. What newspapers do you read on a regular basis? None ________

   The Fresno Bee __________ San Francisco Chronicle ________

   Fresno Guide ____________ Los Angeles Times ____________

   Other (specify) ______________________________

4. What magazines would you say you read on a regular basis? None __

   ____________________ ________________________

   ____________________ ________________________

   ____________________ ________________________

5. What was the name of the last motion picture you saw? None _____

   ____

   How long ago was that? Within past week ________

   Within past month ______

   1-6 months ago _________

   Over 6 months ago ______

6. What is the title of the last book you read? None ____________

______________________________________ Date finished ____

7. What types of radio programs do you generally listen to? None ___

News ____________________	Western music __________________
Talk shows ______________	Listening music ________________
Sports __________________	Rock music _____________________
Other ___________________	Other __________________________

8. And, finally, approximately how many hours a day do you personally watch television?

Don't watch ______________________

0-5 hours ________________________

5 or more hours __________________

THANK YOU FOR YOUR COOPERATION

AIS RESEARCH
5689 North 5th
Fresno, California
(209) 439-1562

MEDIA USE STUDY

PERSONAL INTERVIEW

1-1177 A

Date ________

RESPONDENT'S NAME ____

INTERVIEWER'S NAME ______________________ VALIDATED __________

Hello, my name is __________ and we're conducting a survey with people in your area about attitudes and opinions concerning different methods of communication. I'd like to ask you a few questions. To begin with:

1. About how many hours a day do you personally watch television? Let's start with:

   Morning--7:00 AM - noon ________

   Afternoon--Noon - 5:00 PM _______

   Evening--5:00 PM - midnight _____

2. Why do you watch television during that (those) particular times?

3A. Thinking of all the day and night time programs you watch, which ones would you say you watch on a regular basis?

3B. (IF MORE THAN ONE, ASK:) Which one would you say is your favorite?

3C. Which is your next favorite program?

3A WATCH REGULARLY	3B FAVORITE	3C NEXT
1. ____________________	________	________
2. ____________________	________	________
3. ____________________	________	________
4. ____________________	________	________
5. ____________________	________	________
6. ____________________	________	________

3D (ASK FOR 3B) Why would you say this one is your favorite program?

(ASK FOR 3C) Why is this also a favorite program?

4. If you were asked to describe your own personal feelings about television in America today, what would you say? Remember, this can include anything at all that you might feel about television.

(ASK QUESTIONS 5, 6, & 7 ONLY IF READ ON SCREENER)

5. What sections of the newspaper would you say you read most thoroughly?

1. ____________ 2. _______________ 3. _______________

6. Of all the magazines you read, which sections would you say you read most thoroughly?

1. _______________ 2. _______________ 3. _______________

7. Thinking about books, now, which would you say you read more of: fiction--that is, novels and short stories; or non-fiction--history, biography, etc.

Fiction _____ Non-fiction _____

8. In an average day, how much time do you spend reading:

Newspapers __________________

Magazines __________________

Books _______________________

9. How often do you attend movies?

____

10. What kinds or types of movies do you prefer?

____

11. Why is that?

12. About how many hours a day do you listen to the radio?

Morning--7:00 AM - noon ______________

Afternoon--Noon - 5:00 PM _____________

Evening--5:00 PM - midnight ___________

13. Why would you say you listen to the particular radio programs you do?

14A. Are you active in any community or civic groups or organizations?

No ________ Yes ________ (ASK QUESTIONS 14B & 14C)

14B. Which Groups?

_________________________ _________________________________

_________________________ _________________________________

14C. Approximately how many hours a week do you spend doing this activity?

____

15. Now, we're going to do something different; I have on these cards several statements that represent what some people think and say about television. Some of these statements may be the kinds of things you might think or say; some of them may be very unlike anything you might think or say about television. I would like you to look through them. As you do, sort them into 3 separate stacks.

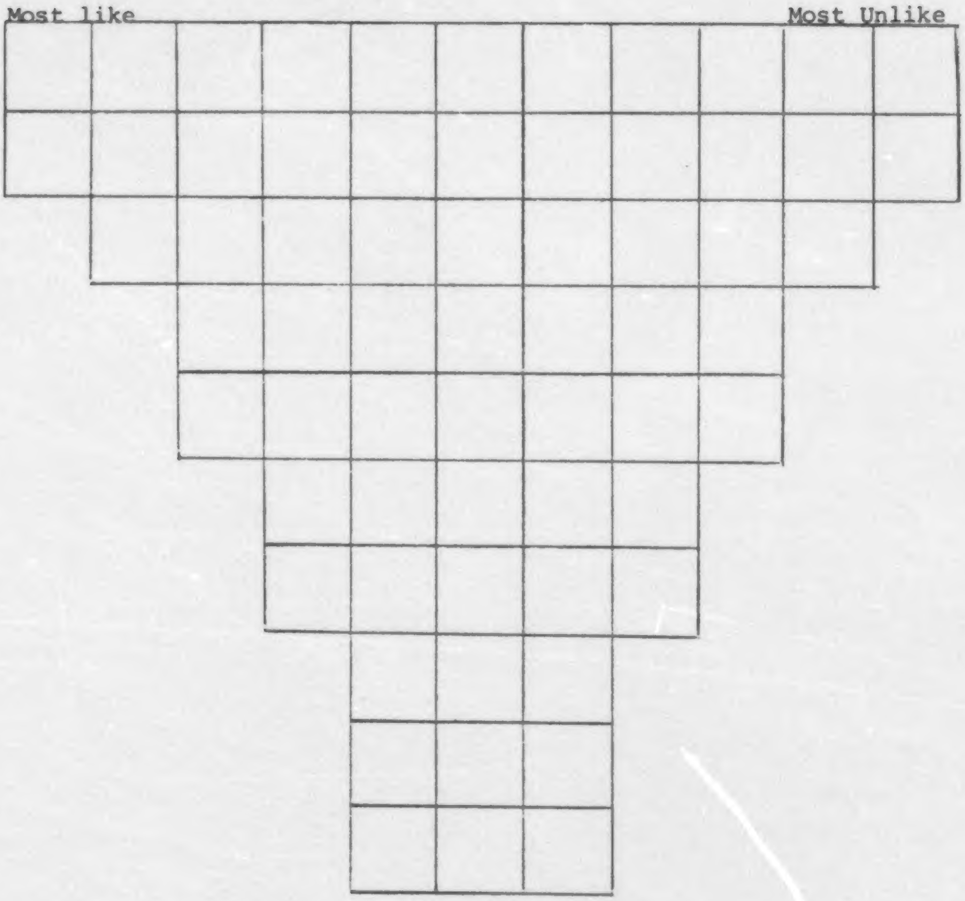
In the first stack, place those cards that say something like what you might say or think about television.

In the second stack, place those statements that are unlike anything you might say or think about television.

Then, make a third stack in between for statements that do not seem to fit into either of the other two stacks.

Do you understand the three different stacks?

(CONTINUE WITH RANKING PROCEDURE)


Most like
Most Unlike

16. Now, I have a few questions for classification purposes. What is your occupation? (PROBE FOR TYPE OF INDUSTRY AND DUTIES)

Job title ____

Industry ____

Duties ____

17. What was the last grade of school you completed?

Some grade school ________ Some college __________________

Completed grade school ___ Completed college _______________

Some high school _________ Post graduate degree/certificate _

Completed high school ____

18. Please tell me which of the following groups best describes your age.

18-34 _____

35-49 _____

50+ _______

19. How many children do you have living at home? _______________

What are their ages? ____

THANK YOU FOR YOUR COOPERATION

APPENDIX B

SUPPLEMENTARY TABLES

Table A: The Five-factor Principal Factors Solution from the Re-analysis of the Data from Foley's Main Study in Iowa Using BMD

R	I	II	III	IV	V	h^2
21	.70976	-.04112	-.05739	.06946	-.01876	.51392
22	.56339	-.09192	.31205	.21464	-.11322	.48212
23	-.28185	.47093	-.01181	.22675	.05215	.35549
24	.23138	.26962	.12436	.68954	.18189	.62025
25	.06372	.55022	-.00206	.28440	-.02991	.38858
26	.59522	.21939	-.03207	.26525	.29682	.56191
27	-.15584	-.04137	-.05684	.20843	.49708	.48920
28	.36384	.30023	.07378	.58694	.35440	.69806
29	.06397	.03529	.64924	.02248	.10587	.48356
30	-.19291	.00676	.08539	.38666	.27589	.27017
31	.33038	.13831	-.03539	.23618	.58946	.53278
32	-.02841	.05385	.53353	.07143	-.16154	.31956
33	.19181	.65888	.04192	-.24510	.01288	.61448
34	.32316	.22428	.35881	.24182	.56895	.66565
35	.39261	.23686	.48201	.13621	.27487	.53669
36	.28684	.02740	.34326	.29594	.21121	.33305
37	.12858	.45430	.15400	.19507	.54278	.57930
38	.30290	.22049	-.04527	.69310	.05641	.62599
39	.09513	.23101	.38895	.66407	.06584	.65902
40	.09849	.07864	.01008	-.01688	.63429	.41859
41	.55385	.10954	.15111	.12803	.18253	.39129
42	.13810	.37522	.07454	.17283	.21638	.24211
43	-.14985	.39742	.32011	.10707	.19787	.33348

Table A, continued

44	.53742	.21303	.16847	.45708	.15559	.59571
45	.19709	.44437	.32780	.40338	.18342	.54012
46	.24448	-.05829	.10797	.65223	.36983	.63701
47	.27661	-.02880	.50240	.53359	-.00343	.61448
Eigen-values	2.93732	2.18248	2.02926	5.68100	2.43395	15.26401

Table B: The Eight-factor Principal Factors Solution from the California Data Using BMD

R	I	II	III	IV	V	VI	VII	VII	h^2
01	.07460	.21454	.25316	-.04780	.06765	.07484	.56352	-.10533	.45680
02	.77465	.23540	-.17001	.01248	.00125	.05341	-.10813	-.07125	.70418
03	.31319	-.07328	-.03601	.10081	-.06688	.63168	-.02966	.05218	.52200
04	.70065	-.05521	.16760	.06536	.01607	.09579	.08725	-.04620	.54550
05	.30069	.57716	-.03463	-.05026	.21360	.02254	.01555	.22121	.52257
06	.63408	-.12433	.03431	.08304	.10083	.15232	.05734	.10254	.57276
07	.65800	.07105	-.15872	.21121	.30495	.21249	.02695	.25217	.71027
08	.47697	.28733	.22429	.17844	.23670	.34792	-.13677	-.07645	.59383
09	.24274	.08605	-.14787	-.03778	.21389	.38704	.06652	.21369	.33526
10	.73918	.07808	-.08125	-.24213	.01636	.03546	.15534	.26954	.71602
11	-.01540	.24379	.00114	.71387	.03035	.02891	-.18742	-.13522	.62445
12	.41103	.06743	-.13875	.50495	-.08914	.19513	-.11434	.03303	.50790
13	.29351	-.02021	.15140	.06122	.01694	.43507	.11857	-.12446	.33235
14	-.15981	-.05507	.14984	-.02899	.34625	.61725	.27609	.11167	.64145
15	.03942	.34721	-.06230	.03547	-.16712	.40635	-.13959	.16454	.36685

Table B continued

16	.15884	-.00897	-.54148	-.09481	.00897	.14862	.04806	.15163	.37497
17	.24922	.16486	-.01789	.03632	-.00669	.07123	-.03239	.62801	.49149
18	.45313	.34446	-.16653	.01125	.14234	.14576	.26770	-.22274	.51462
19	.56725	.10197	.19092	.31342	.24067	.11026	.12648	.02076	.55336
20	.33916	.05151	.01584	-.02792	.70517	-.01437	.06342	-.15361	.64380
21	.34446	.07563	-.17685	-.12499	.06205	-.04008	.60205	.03563	.54046
22	-.05133	.69095	.15295	.04620	.11364	-.03979	.14237	.24287	.59933
23	.51806	-.17759	-.03712	.10664	.54370	.19807	-.03246	.11104	.66090
24	-.22255	.63937	-.26230	.16146	.16430	.11093	.05266	.04950	.59772
25	.09148	.51329	-.23452	.28239	.40161	.14363	-.04711	.05455	.59370
26	.31906	-.00893	.16460	-.12226	.04978	.50673	.03017	-.32275	.50825
27	-.17641	.35489	.01419	.56628	-.02485	.24419	.45410	.16327	.77105
28	-.05654	.64093	-.10380	.28995	-.09886	-.31179	.13810	-.10152	.64520
29	-.02764	-.01404	.49190	.15295	-.21413	.21512	.24235	.07935	.42348
30	.18078	-.10108	.63288	-.11825	.15334	.28696	.07951	.15433	.59341
31	.22694	.78639	.12997	.08569	-.20869	.00665	.15140	-.03801	.76210

Table B continued

32	.27079	.42457	.40860	.05891	.03919	.05671	-.19169	-.19981	.50543
33	.55624	.04665	.01674	-.04349	.11339	.21962	.33837	-.19774	.52844
34	.53900	-.02079	.11438	.15945	.11193	.35402	.42423	.14511	.66834
35	.12604	.07372	.24972	.66439	.15819	-.15101	.04826	.19409	.61292
36	.31171	.28070	.07737	.13008	.49727	.03783	.32572	.11563	.56703
37	.72039	.20131	.06420	-.03730	.31115	.01724	.05310	.20338	.70630
38	.24745	.58012	.06407	.49680	.03363	-.03456	.10245	-.10450	.67243
39	.55813	.22796	-.07766	.16323	.39269	.14220	.09275	.09635	.58846
Eigen-values	6.31142	3.95518	1.79542	2.40684	2.17050	2.43307	1.86676	1.29707	22.23626

Table C: Raw Data Presentation for Male Respondents in the California Study

										Hrs w/TV		
R	Fctr	Occup	Age	Ed	Minor	C/A	H/Wk	Clr	B&W	7-12	12-5	5-12
01	VII	Blue	3	4	0	0	0	1	2	0	0	2
02	I	--	1	5	0	0	0	1	1	0	0	3
03	VI	Blue	3	1	0	0	0	1	0	0	0	4.5
04	I	Blue-R	3	1	0	0	0	1	0	0	0	2
05	II	B/P	3	6	0	0	0	4	0	0	0	5
06	I	B/P	3	4	0	0	0	1	0	0	0	3
07	I	B/P	1	7	2	0	0	1	0	0	0	2
08	I	Blue	3	3	0	0	0	1	1	0	0	4
09	VI	White-R	3	5	0	0	0	1	0	1	0	2.5
10	I	B/P-R	3	5	0	BSA	7	1	1	0	.5	1.5
11	IV	White	1	6	0	0	0	1	1	0	2	0
12	IV	Blue	3	3	0	0	0	0	1	0	0	3
13	VI	B/P	3	4	0	Elk Shriner	.3	2	1	0	0	2.5
14	VI	Blue	3	1	0	0	0	1	1	0	0	5.5
15	VI	Stdnt	1	5	1	0	0	0	1	1	0	4
16	III	Blue	3	3	1	VFW	-	1	1	0	.5	1.5
17	VII	Blue	1	4	0	0	0	0	1	0	0	3.5
18	I	Blue	2	6	2	0	0	2	1	0	0	3
19	I	White	1	5	1	0	0	1	0	3	0	0
20	V	White	2	6	1	Single	3	1	1	0	1	4

Table C, continued

Reg Pgms/Cat	Fav Pgm	Reason	Prsnl Feelings re: TV
News	News	Keep up	--
Adventure	"Angels"	Action	Something to do
Comedy/Adventure	Hogan's H	Situation	Relaxing
Family	Waltons	Real	Too much not real
News/Adventure	News	Keep up	Appeals to young
Family	Disney	Entertain	I enjoy it
News/Love Boat	News	Keep up	More violence now
Comedy/Adventure	Hawaii-5-0	Locale	Good entertainment
News/Outdoor	Ballgames	Educational	Stinks
News/Outdoor	Wide World	Interest	Best medium to inform public
News/Soaps	News	Keep up-lcl	Entertainment/pass time
News/General	News	Keep up	Educational
News/Family	60 Mins.	Informative	Entertaining/Informational
Family	Ltl House	Landon	Keep up
Religion	700 Club	Christian	Too violent & suggestive
Talk	M. Griffith	Just watch	Be entertained @ home
Var/Adventure	Sat Nite Live	Off-the-wall	Brainwash
Movies	Movies	It's on	Dominant feature of society
General	Carol B	Funny	Informative
News/General	60 Mins.	Insight	It's OK

Table C, continued

Radio Fmt	Hrs Lstn 7-12	12-5	5-12	Reason	Latest Movie	When
C & W	0	0	0	--	Herbie Rides Agn	1-6
Rock	.5	.5	.5	In car	Spy Who Lvd Me	1
C & W	1	1	0	For Music/news	--	1945
--	0	0	0	--	--	20 y
C & W	3.5	5	0	Bckgrnd-H/C/O	--	--
News	1	0	0	Early News/Wthr	J L Seagull	6+
Classical	0	.5	.5	If nothing on TV	Star Wars	1-6
C & W	2	1	0	I like C & W	--	--
News	0	0	0	--	--	8-9y
News/Music	1	0	.5	Driving	--	yrs
Rock/Classics	.1	0	.2	Lstn when drvng	Kentucky Fried M	1-
C & W/Sports	0	.3	0	C & W music	--	1-
C & W/Smiclas	0	0	.3	To relax	--	6+
C & W/News	2	.5	0	News/musc pastime	Bear and I	6+
Christian	0	0	0	Football (Sun.)	Magnum Force	6+
--	0	0	0	--	--	10+y
Music	4	5	1.5	Bckgrnd @ work	Star Wars	1-
Sports	0	0	2	Smone trns it on	Star Wars	1-6
Music	2	5	0	More ent than TV	Star Wars	1-6
C & W	5	3	0	It's on--h/o/c	Smokey & Bear	1-6

Table C, continued

Frequency	Preference Category	Reason	What paper	1st se
once a year	Light Comedy	--	Bee	Sports
once a mo.	Mystery	Suspense/action	Bee	Front
--	--	They're peculiar	Bee	Sports
--	--	--	Bee/Guide	Con Life
1/2 a yr	Western/gangster	Location/action	Bee/Guide	Finance
Rarely	Action--J. Wayne	Great man/winner	Bee	Ntnl news
Seldom	Adventure	Man vs nature	Bee	Front p
Don't	Westerns	Action--not viol	Bee	Front p
--	--	--	Bee	Editorial
5 yr ago	Sports/travel	don't like love killing	Bee	First
once a mo.	Adventure	Interesting/exciting	Bee/Guide	First/Bee
1/2 a yr	What others pick	To be with oth	Bee	News
1 in 4/5 mo	Musicals	Music/entertain	Bee	Front
1/2 a yr	Western	I know they're not real	Bee	Sports
Never	Religious	Strengthen spiritual life	Bee	Sports
Don't	--	--	Bee	All
1 a week	Horror	Scare Girl fr	Guide	Finance
1 a yr	Historical/Adventure	Male ego, maybe	--	--
1 a mo	Fictional	Entertainment	Bee/Guide	Front
3 a yr	Action-B. Reynolds	Wild/carefree/humorous	Bee/Indep	Sports

Table C, continued

2nd sec	3rd sec	Time	Magazine type	# Mags	Time	Sections
Front	--	30	--	0	0	--
Sports	--	15	Gen'l/Sports	3	0	People/Sports
--	--	15	--	0	0	--
Lcl Nws	Comics	60	Gen'l/Orgznl	4	60	How to/Vtrns
Sports	News	120	--	0	0	--
Lcl Nws	Edtrls	120	General	2	30	Science/Anmls
First	Sports	30	Gen'l/Spclty	3	10	Chrstn/Edtrl
Sports	Fact Fndr	60	General	1	0	Prsnl intrst/ non-fctn
Selected	Pol & R. E.	60	Gen'l/Orgznl	3	30	Articles
Sports	Comics	60	Home/News	3	15	Main articles
B/Sports	G/Trdng Pst	45	Spclty/News	6	45	Cvr Stry/Adv
Sports	--	15	--	0	0	--
Finance	--	15	News/Spclty/Gen'l	3	30	Finance/Bio
All rest	--	90	Specialty	2	30	All
Front p	--	30	--	0	0	--
--	--	--	Sports	1	--	All
--	--	1	--	0	0	--
--	--	--	--	0	--	--
Sports	--	30	News	1	30	Cur Evnts/Pple
Comics	Rl Est	30	News/Gen'l/Sports	5	120	News/People

Table C, continued

Latest book read	When	Time/day
--	--	--
--	--	0
--	--	--
--	--	60
Roots	1976	45
Conrad Hilton bio	10-77	0
Measure of a Church	11-77	45
--	--	--
Chariots of the Gods	9-77	60
--	--	0
Raise the Titanic	11-77	60
--	--	0
Looking out for #1	10-77	30
--	--	0
Bible	Not finished	240
--	--	--
--	--	45
Bible	--	180
Dianetics	Not finished	30
Cracker Factory	10-77	120

Table D: Raw Data Presentation for Female Respondents in the California Study

										Hrs w/TV		
R	Fctr	Occup	Age	Ed	Minor	C/A	H/Wk	Clr	B&W	7-12	12-5	5-12
21	VII	Home	3	3	0	0	0	1	1	0	0	2
22	II	White	1	6	0	0	0	2	0	0	0	4
23	I/V	White	2	5	2	Ltlst Angls	2.5	2	1	0	0	2
24	II	--	2	2	1	Women Svc Al	30	2	1	0	1	3
25	II	White	3	5	0	0	0	0	1	0	0	2
26	VI	--	3	5	0	TOPS/ Sq Dnc	7	1	3	2.5	1.5	5
27	IV	Home	1	5	2	0	0	1	1	2	4	4
28	II	White	1	5	1	0	0	1	0	0	0	4
29	III	Home	3	3	1	0	0	1	0	3	1.5	4
30	III	Home	3	4	0	0	0	1	1	4	0	0
31	II	Home	3	3	3	Schls Vol	.3	1	0	2	0	3
32	II/III	Home	1	5	2	0	0	1	2	3	4	4
33	I	White	3	5	2-	0	0	2	0	0	0	3
34	I	Home	3	3	0	0	0	1	0	1	2	4
35	IV	Home	3	4	0	0	0	2	1	1	0	4
36	V	Home	3	5	0	0	0	3	3	2	1	5
37	I	Home	3	5	0	0	0	0	1	0	1	2
38	II	Home	1	4	2	PTA	2	1	1	2	3	5
39	I	B/P	2	5	5	PTA	1	2	1	1	0	4

Table D, continued

Reg Pgms/Cat	Fav Pgm	Reason	Prsnl Feelings re: TV
Comedy/Adventure	B. Miller	Something to laugh at	Poor
Comedy/Adventure	Starsky & H	Enjoy	Good programs oppose each other
General	Hallmark	Little adv	Mediocre
Comedy	3 Is Co.	Funny	Pretty boring
Comedy/Adventure	M A S H	Characters	Lvl of entertainment declining
General	Donahue	Enjoy	Getting bolder
Soaps/Comedy	8 Is Enough	Cute show	Nothing else to do
Games/Gen'l	Newlywed G	Funny	Most is pretty good
Talk/Soaps	M. Douglas	Learn	Good thing
Soaps/Gen'l	Yng & Rstls	Characters	I like it
Adventure/News	Quincy	Character	Great
"What comes on"	"None"	--	Company
Specials/Games	Specials	Deal w/prob	Great
Soaps/Games	As World Trns	Habit	Disapprove language and sex
News/Adventure	News	Keep up	Wonderful, except violence
Opera/talk	Opera	Like opera	American viewing standards down
News/Family	News	Keep up	Too much violence
Family/Soaps	Family	Stories	More family shows needed
Talk/Adventure	Donahue	Interesting	Waste of time

Table D, continued

	Hrs Lstn					
Radio Fmt	7-12	12-7	5-12	Reason	Latest Movie	When
--	0	0	0	--	--	30 yr
C & W	.5	.5	0	Like M, get N	The Lincoln Con	1- wk
Music	7	5	0	Goes all day	One on One/Other Side of the Mtn	1-6 mo
C & W	.2	.2	0	It's on in car	A Star Is Born	1-6 mo
--	0	0	.5^{W}	Companionship	--	--
C & W/News	0	1	0	Like the music	Rocky	1-6 mo
Talk/Rock	.5	0	1	Lstn to H. McW	Herbie Rides Agn	1-6 mo
Rock	1	0	0	Alarm/in car	One on One	1-6 mo
Gospel	.5	0	0	I like gospel	The Rescuers/No Deposit, No Return	1-6 mo
Sports	0	0	0	Only during bb season	Sound of Music	6+ mo
C & W	0	0	0	For music in c	Paint Your Wagon	6+ mo
Soul	2	0	0	Soul & spiritl music	Greased Lightening	1-6 mo
Music	.3	0	.3	Music/news in c	--	6+ mo
Music/News	0	.3	0	News at noon	--	--
--	0	0	0	If can't sleep	GWTW	6+ mo
MoR	0	2	0	Like music when busy	Star Wars	1- mo
MoR	0	0	0	Don't turn it on, busy	The Hiding Place	6+ mo
MoR	3	1	0	Husband lstns Iget weather	Star Wars	1-6 mo
C & W	1	0	0	Kids turn it on	Audrey Rose	6+ mo

Table D, continued

Frequency	Preference Category	Reason	What paper	1st sec
Not at all	--	—	Bee	First
2/mo	Variety	We like diff kinds	Bee	First
1/mo	Comedy	Fun/entertain	Bee	All, select
2/yr	Light/Comedy/Love	Don't like deep things, have pr	Bee	First
Don't	John Wayne	Like him/hero type	Bee	Front
Seldom	PG-maybe;not R	Don't like v; sex is private	Bee/Guide	Lcl News
1/yr	Drama	Action, holds attention	Bee/Guide	Con Life
1/mo	Romantic	Just get "into"	Bee	Lcl News
1/2 mo	Humorous	Take grandbaby	Bee	News
Don't usual	Musicals	Don't know	Bee	Sports
Not for 10y	--	Old fashioned	Bee	All
2/mo	Horror/Black	Interesting/ Real	Bee	Ann Lndrs
Rarely	Drama	Just like them	Bee	--
--	--	Get all I want on TV	Bee	First
Never	--	Too expensive, TV sufficient	Bee	First
1/mo	Based on books	Liked book, wil like movie	Bee	Front
1/3 yrs	Comedy/Disney	To be entertained	Bee	Front
1/2 mos	Disney/Love	Good family movies, escape	Bee	First
1-2/yr	All kinds	Usually have read book	Bee	Front

Table D, continued

2nd sec	3rd sec	Time	Magazine type	# Mags	Time	Sections
Grocery ad	--	120	--	0	--	--
Cont Life	--	45	Gen'l/Men's	2	15	Mjr Artcls
--	--	45	Home/Men's	2	15	Intrviews/Prsnl
Cont Life	Entrtain	120	General	2	5	TV Sched/People
Columns	Letters	60	Specialty	2	15	Redvlpmnt/Rstrtn
Society	Vital Stat	60	Home/Spclty	2	15	Pictures/Artcls
Editorial	Vital Stat	45	Home	4	30	Lifestyle/Fctn
Vital Stat	--	60	Home	5	30	Articles
--	--	30	--	0	0	Recipes
Grocery ad	--	30	Gen'l/Home	4	0	Decorating
--	--	60	Home	1	15	All
Front	--	20	--	0	30	Stories
--	--	--	News/Gen'l	2	0	--
Society	Sports	30	Home	3	15	Spec Arts/Cooking
Women's	Sports	90	Home/Gen'l	3	15	Cooking/Home
Travel	Food	60	Spclty/Home/Sports	7	30	Trvl-Arts/Ckng-Food
First	Secnd	60	Spclty/Home/Gen'l	5	30	All
Entrtain	Clsfds	60	Home	4	60	Hndicrfts/Hum Intrst
First	Comics	30	Home/Men's	4	15	Fctn/Non-fctn

Table D, continued

Latest Book Read	When	Time/dy
The Power	9-77	--
Blood & Money	Now	30
Elvis--What Hapnd?	11-77	60-300
Dragonmede	10-77	--
--	--	150
--	--	0
Centennial	11-77	60
Tuesday Blade	11-77	60
Dianetics	11-77	0
--	--	0
--	--	60
--	--	15
Hang Loose	1977	0
--	--	0
--	--	0
The Right & the Power	11-77	30
A Man Called Peter	12-76	15
Summer's Day Is Gone	11-77	210
Coma	1976	120

Table E: Statements and Their Factor Scores for the Three-factor Solution from the Re-analysis of Foley's Preliminary Study

Statements	Factor Scores		
	I	II	III
When things are not going well, I often turn on television.	-1.132	1.158	.204
When I watch television, I want only to be left alone.	-1.920	-0.284	2.332
Sometimes I watch television just to put off doing other things that need to be done.	-1.127	-1.615	.626
Watching television helps me to forget my problems.	.643	-0.833	1.722
I feel more relaxed after I watch television.	-0.123	-0.634	.861
When I watch television, I tend to forget about the other things that are happening around me.	-0.126	-1.372	1.847
I find that watching television makes my own problems seem less serious.	-0.934	-1.989	.939
I find that time passes more quickly when I am watching television.	.240	1.411	.814
I seldom think about a program after it is over.	-0.196	-0.270	.939
I do not take television programs very seriously.	.565	-1.771	-0.078
I like programs that are imaginative.	.943	-0.031	-0.078
I seldom use the things I have seen on television.	-0.293	-1.076	.047
I like to try to guess what will happen next in a program.	-0.417	1.463	.454
I like programs that are fun to watch.	1.541	2.197	.125

Table E, continued

I quickly forget the details of television programs I have seen.	-0.264	-0.317	-0.407
I do not think of the situations shown in television programs as being real situations.	.347	.365	-0.736
My friends frequently talk about television programs.	.147	.951	-0.657
I like to tell my friends about good programs I have seen.	.661	.443	-0.782
I often watch programs which have been recommended to me.	1.308	.468	-1.268
I enjoy telling people about television programs.	.042	.294	-0.532
My friends and I often talk about programs we have seen.	.655	-0.256	-0.125
I usually tell someone about the interesting things I see on television.	1.188	.325	.532
Television programs give me lots of things to talk about.	.394	-0.444	-0.000
Talking about television programs is a good way to keep up a conversation.	-0.384	-0.499	.861
I do not like to watch television alone.	-0.737	-0.455	.032
We enjoy watching television together.	1.533	2.097	.611
I usually watch television with my family or friends.	.376	1.734	1.597
When friends come to visit, we often watch television.	-0.738	-0.097	-0.329
When I visit my friends, we often watch television.	-0.965	.209	-1.393
When I watch television with someone, we often talk the programs as we watch.	.496	1.479	.986
I prefer to watch television with someone.	-0.131	1.233	.861
I rarely watch television when I am alone.	-0.028	-0.987	-1.722

Table E, continued

Some television stars seem like close friends.	-0.699	-0.017	-1.143
I like the way television lets you get close to important people.	-0.218	.339	-1.346
I would like to be friends with some television stars.	-0.831	-0.722	1.471
I like television programs that let you really get to know the people on them.	.012	.355	-0.657
I like programs where the people seem to be talking directly to me.	.245	-0.802	-0.204
When I watch television, I like to imagine myself as taking part in the program.	-1.218	-0.919	1.393
I like to learn about television stars and their lives.	-0.089	.059	.157
I sometimes wish I were a television star.	-1.324	-1.149	.125
Watching television keeps me informed of new developments.	2.262	.472	-0.329
I like to try some of the new things I see on television.	.496	.711	-0.657
Television programs give me good hints about new ways to do things.	-0.592	1.104	-1.190
I watch television to learn about strange or unusual things.	2.258	1.036	-0.000
Watching television helps to keep me informed of the new things that are happening in our country.	1.334	.699	-0.250
I watch television to keep myself up to date.	2.325	.285	-0.579
Television programs give me new insights into our complex world.	2.108	-0.087	-0.861
I watch television to learn what is going on in the world.	1.687	-0.225	-0.204
I often have the television set turned on without really watching it.	-1.469	.162	-2.254

Table E, continued

I like to keep the television set on, in case there is an interesting program.	-0.696	-0.347	.078
I like to have the television set on while I am eating.	-0.983	.599	-0.078
Television certainly does help keep children quiet.	.098	1.805	1.925
Even if I am not watching all the time, I like to keep the television set turned on for companionship.	-1.099	-0.183	-0.611
I find I can get more done when the television set is on.	-1.876	.171	-1.925
I like to have the television set turned on while I am doing other things.	-1.469	.400	-2.129
I often forget that the television set is turned on.	-0.952	-1.093	-0.157
Television programs give me good advice about how to act in unusual situations.	-0.531	-1.897	-1.440
Television programs show the things that are in style.	.433	1.083	-0.125
I like programs that demonstrate the importance of being fair and honest.	.934	.520	1.393
I think television programs teach important moral lessons.	-0.235	-1.924	.986
Television programs give good examples of how to live.	-0.534	-1.440	-0.204
Television programs teach you about what other people will do.	-0.246	.052	.736
Television programs show the importance of having good manners.	-0.321	-0.959	-0.329
Television programs show the things that are right to do.	-0.384	-0.984	.125

Table F: Statements and Their Factor Scores for the Five-factor Solution from the Re-analysis of Foley's Main Study

Statements	Factor Scores				
	I	II	II	IV	V
When things are not going well, I sometimes turn on television.	-1.510	.117	-0.641	-0.942	-0.579
When I watch television I want to be left alone.	-2.422	-0.875	-0.028	-0.406	2.219
Sometimes I watch television just to put off doing other things that need to be done.	-1.649	-0.925	1.062	-1.390	-1.024
Watching television helps me to forget my problems.	-1.114	-0.149	-0.190	-1.761	.845
I feel more relaxed after I watch television.	-0.684	2.886	-0.145	-0.928	-0.370
When I watch television, I tend to forget about the other things that are happening around me.	.279	1.083	.693	-1.290	.421
I find that watching television makes my own problems seem less serious.	-0.093	-1.262	1.043	-1.122	.208
I find that time passes more quickly when I am watching television.	-0.434	2.158	.316	-0.121	1.353
I seldom think about a program after it is over.	-0.545	-0.454	-0.092	-0.098	-0.408
I do not take television programs very seriously.	-0.971	.683	-1.128	.802	-0.005
I like programs that are imaginative.	-0.287	2.344	1.408	.507	.451
I seldom use the things I have seen on television.	-1.120	1.682	-1.126	-0.136	-0.416
I like to tyr to guess what will happen next in a program.	.099	-0.320	1.667	.464	-1.621
I like programs that are fun to watch.	1.101	2.438	2.201	1.999	1.339

Table F, continued

I quickly forget the details of television programs I have seen.	-0.139	-1.021	.026	-0.392	-0.169
I do not think of the situations shown in television programs as being real situations.	-0.067	.695	-1.207	-0.757	-0.472
My friends frequently talk about television programs.	1.177	-0.262	1.703	.178	.069
I like to tell my friends about good programs I have seen.	1.248	-0.954	1.532	.780	1.197
I often watch programs which have been recommended to me.	1.179	.465	1.297	1.377	1.152
I enjoy telling people about television programs.	.765	-1.486	.470	-0.055	-0.365
My friends and I often talk about programs we have seen.	1.288	-0.406	.209	.677	-0.768
I usually tell someone about the interesting things I see on television.	2.347	-0.037	.847	.679	-0.782
Television programs give me lots of things to talk about.	.566	-0.781	-1.126	.317	.085
Talking about television programs is a good way to keep up a conversation.	.784	-0.296	-0.459	-0.350	.473
I do not like to watch television alone.	-0.869	-1.612	-0.579	-0.690	.341
We enjoy watching television together.	2.020	.765	.235	.493	.788
I usually watch television with my family or friends.	1.228	.242	1.353	.569	.610
When friends come to visit, we often watch television.	-0.286	.124	.524	-1.592	-0.732
When I visit my friends, we often watch television.	-0.604	-0.080	.658	-1.378	-1.648
When I watch television with someone, we often talk the programs as we watch.	.937	-0.626	.568	.165	-0.117
I prefer to watch television with someone.	-0.878	-0.818	-0.485	.471	-0.811
I seldom watch television when I am alone.	-0.827	.834	.566	-0.196	-0.837

Table F, continued

Some television stars seem like close friends.	-0.139	-0.816	-0.862	-0.763	.022
I like the way television lets you get close to important people.	.819	-0.204	-0.088	.203	.765
I would like to be friends with some television stars.	-1.370	-1.269	-0.577	.120	.199
I like television programs that let you really get to know the people on them.	.476	-0.342	.055	.493	.667
I like programs where the people seem to be talking directly to me.	.554	.268	.812	.602	.522
When I watch television, I like to imagine myself as taking part in the program.	-0.560	-1.507	-0.489	-0.991	-1.281
I like to learn about television stars and their lives.	.826	-1.561	-0.665	-1.210	.971
I sometimes wish I were a television star.	-1.864	-0.360	-1.534	-1.099	-1.936
Watching television keeps me informed of new developments.	.323	1.225	1.415	1.952	1.220
I like to try some of the new things I see on television.	.701	-0.436	-1.116	.568	.177
Television programs give me good hints about new ways to do things.	.745	-0.058	-0.615	.985	-0.024
I watch television to learn about strange or unusual things.	.903	1.353	1.191	1.648	1.738
Watching television helps to keep me informed of the new things that are happening in our country.	-0.716	-1.220	.660	.850	1.548
I watch television to keep myself up to date.	2.009	1.581	1.560	2.208	1.569
Television programs give me new insights into our complex world.	.589	.767	-0.774	1.406	1.904
I watch television to learn what is going on in the world.	.554	.068	.171	1.992	.896
I often have the television set turned on without really	-0.539	-0.667	.287	.153	-1.256

Table F, continued

I like to keep the television set on, in case there is an interesting program.	-0.962	.495	-0.423	-0.618	-0.762
I like to have the television set on while I am eating.	-0.320	.433	1.009	-1.514	.347
I like to have the television on most of the time.	-1.346	-0.327	.116	-0.731	-1.278
Even if I am not watching all the time, I like to keep the television set turned on for companionship.	.025	.005	-0.154	-0.502	-0.575
I find I can get more done when the television set is on.	-1.166	-0.858	.233	-1.294	-2.221
I like to have the television set turned on while I am doing other things.	-1.859	-0.208	-0.344	-1.049	-1.653
I often forget that the television set is turned on.	-0.190	-0.507	-0.380	.191	-1.377
Television programs give me good advice about how to act in unusual situations.	.060	-0.604	-1.154	-0.500	-1.016
Television programs show the things that are in style.	-0.219	.245	.173	1.145	-0.012
I like programs that demonstrate the importance of being fair and honest.	.757	1.350	-0.513	1.883	1.500
I think television programs teach important moral lessons.	1.165	.053	-1.451	-1.356	-0.281
Television programs give good examples of how to live.	-0.149	-0.460	-2.282	-0.676	-0.868
Television programs teach you about what other people will do.	.443	-0.412	-1.939	.736	-0.198
Television programs show the importance of having good manners.	.327	.077	-1.451	-0.530	.031
Television programs show the things that are right to do.	-0.395	.242	-2.045	-0.174	.232

Table G: Statements and Their Factor Scores for the Seven-factor Solution from the Analysis of the California Data

Statements	Factor Scores						
	I	II	III	IV	V	VI	VII
Sometimes I sit down to TV just because things aren't going well.	-1.427	-1.997	.750	1.168	-1.115	-0.256	-1.224
When I watch TV, I usually want to be left alone.	-1.180	-1.410	.059	-0.730	-0.611	-0.116	.511
Sometimes I watch TV just to put off doing something else.	-1.295	-1.021	-1.325	.142	-0.504	-0.525	-1.224
Watching TV helps me forget my problems.	-0.689	-0.875	.469	1.727	-1.794	.875	-0.238
I usually feel more relaxed after an evening of TV.	.634	-0.111	-1.129	-0.223	-0.787	2.269	-0.106
When I watch TV, I usually don't notice a lot of what goes on around me.	-0.798	-1.571	.177	-0.426	-1.771	-0.068	-1.842
After I've watched TV for awhile, my own problems don't seem so serious.	-0.653	-0.487	.341	.290	-1.618	1.274	.511
An evening will pass much faster if I watch TV.	.659	.306	.225	1.313	-0.634	1.612	-0.784
I seldom think about a TV program after its over.	.149	.507	-1.976	-0.431	.481	-1.066	1.058
I don't take most TV programs very seriously.	1.098	1.407	-2.473	.827	.809	-0.053	.784
I like TV programs that are imaginative.	1.246	1.261	-0.156	1.888	2.405	-0.614	-1.569
I seldom use anything I see on TV in my own life.	-0.156	.090	-2.717	-0.247	.023	-1.577	.309
In dramatic programs, I like to try to guess what will happen next.	1.462	.903	1.058	.547	.962	-0.239	.238
I like programs that are fun to watch.	2.182	1.972	.605	1.892	2.252	1.220	1.093

Table G, continued

I don't remember details of what happens in a TV program very long after it's over.	.116	.520	-0.486	-1.209	1.137	-0.485	1.295
I don't think of the situations in TV programs as being real.	.400	-0.036	-1.637	.623	.328	.274	-0.273
My friends frequently tell me about TV programs they've seen.	.105	1.022	1.207	.625	-0.000	-0.357	-0.987
I enjoy telling friends about good TV programs I've seen.	.872	.553	-1.188	1.903	.832	.213	.035
I often watch TV programs that others have recommended to me.	.578	.393	-0.906	.457	-0.175	-0.414	.071
I often tell people about TV programs that I liked.	.496	.557	.418	.859	1.160	.478	-0.713
My friends and I have often talked about TV programs we liked.	.939	1.140	-0.068	1.229	-0.000	-0.171	-0.000
I'm usually telling someone about something interesting I've seen on TV.	.134	-0.710	-0.028	.951	1.290	-0.863	-1.058
I find lots of things to talk about from watching TV.	.220	.013	.429	.101	-1.335	-1.006	-0.167
My friends and I could probably spend a whole evening talking about TV programs we enjoy.	-1.027	-0.650	.253	-1.452	-1.596	-1.942	-2.044
I don't like to watch TV by myself.	.760	-0.273	-0.662	-1.427	-0.153	.355	-0.987
When we're at home, we enjoy watching TV together.	1.708	1.293	-0.145	-0.380	-0.504	1.800	1.295
I usually watch TV with my family or with friends.	1.446	.560	-1.216	-0.636	.130	1.369	1.366
When friends come over, we often watch TV.	-1.108	-0.896	-0.421	-0.080	-0.634	-1.209	-0.476
When I visit friends, we often watch TV.	-0.521	-1.425	-0.333	-0.476	-1.749	-0.577	-0.476
When I watch TV with someone, we often talk about the program as we watch.	1.320	.986	-0.251	.720	-0.656	-0.810	2.044
I just prefer to watch TV with someone.	.761	.058	.185	-0.184	.787	1.397	.546

Table G, continued

I seldom watch TV by myself.	-0.012	-0.349	-0.923	-1.661	.939	1.135	.035
I feel friendly towards some TV personalities like I do with people I know.	-0.405	-0.270	.156	-0.346	.656	.767	-0.546
I like the way TV makes important people seem like friends.	-0.323	-0.591	.702	-0.959	.153	1.188	1.498
I would like to be friends with some TV personalities.	-0.909	-1.236	-1.159	-1.313	.656	.380	-1.462
I like TV programs that let me get to know the people on them.	-0.495	-0.430	-0.068	.348	.962	-0.308	-0.273
I like programs where people seem to be talking right to me.	.230	.069	.282	-0.290	.153	1.208	-0.238
When I watch TV, I like to imagine myself taking part in the program.	-0.132	-0.562	-0.040	-1.510	-0.306	-1.439	-1.058
I like to learn about TV personalities and and their lives.	-0.909	-1.349	1.432	.964	.809	1.244	-0.071
Sometimes I wish I were a TV star.	-1.772	-1.839	-1.003	-1.415	-0.764	-1.470	-0.916
I keep up to date on new developments by watching TV	1.089	.330	1.322	.532	.153	1.508	1.569
I like to try out things I see and hear on TV.	-0.284	-0.003	-0.731	.200	-0.854	-1.687	-1.058
I've picked up some good hints from TV on ways to do things.	.378	-0.192	2.814	-1.207	1.618	.604	1.462
I watch TV to learn about new and different things.	.526	.032	.932	-0.393	2.077	1.500	-0.000
I pretty well know what's going on around the country because I watch TV.	1.177	.335	1.657	.682	.939	-0.269	2.317
I watch TV because I want to keep myself up to date.	1.385	-0.256	2.347	.480	.634	-0.293	2.009
I get new ideas about people and places from TV.	1.091	-0.192	-0.275	.046	1.443	-0.457	.820
I suppose I learn more from TV than from the papers, magazines, or books.	.893	-0.439	.634	-1.243	-0.962	-0.016	-1.260

Table G, continued

I often have the TV on even though I'm not watching.	-1.365	2.309	-0.878	.468	-0.481	-0.032	.202
I like to have the TV set on just in case something interesting comes on.	-1.054	-0.275	.301	.501	-1.443	-0.585	-0.617
I like to have the TV set on while I'm eating.	.179	.663	.634	1.403	-0.351	.198	.238
I keep the TV set on nearly all the time.	-2.054	1.574	.282	-1.262	-1.443	-1.027	.511
Even when I'm not watching, I like to keep the TV set on for companionship.	-1.936	1.981	.400	1.582	-1.137	-0.953	-0.546
I just get more done when the TV is on.	-1.617	-0.215	.935	-0.158	-0.328	-0.488	.987
I like to have the TV set turned on while I'm doing other things.	-1.914	1.873	-0.106	.843	.130	0.605	.476
I sometimes forget I have the TV set turned on.	-1.327	1.962	.145	.256	-0.939	-1.424	-1.128
I've gotten good advice from TV about how to act in unusual situations.	-0.456	-1.303	.321	-0.092	-0.000	-0.322	.167
I can rely on TV to help me know what's in style.	.157	-0.865	.515	-1.903	-0.962	.573	-0.749
I like TV programs that demonstrate the importance of being fair and honest.	1.404	.878	.799	1.193	0.175	2.286	-1.295
I think TV programs teach important moral lessons.	.202	-0.709	-0.234	-1.510	.328	-0.072	.987
I've seen some good examples on TV of how to live my own life.	-0.148	-1.088	1.285	-1.555	.504	.465	-0.511
I think TV programs help people learn how others will act and what they'll do.	.319	-0.719	-0.770	-0.375	.832	-0.717	.987
I think some TV programs really show the value of good manners.	.033	-0.070	-0.213	-0.481	.328	-0.564	-0.309
I think TV programs help people see what it's right to do.	-0.379	-1.130	-0.554	-1.185	-0.481	-1.132	.784

Table H: Statements and Their Factor Scores for the Four-factor Solution from the Second-order Analysis of the Eight Factor Types from the Two Iowa Studies

Statements	Factor Scores			
	I	II	III	IV
*When things are not going well, I sometimes turn on television.	-1.379	.587	.225	.420
*When I watch television I want to be left alone.	-1.242	2.295	-0.233	-0.841
Sometimes I watch television just to put off doing other things that need to be done.	-1.796	.587	-0.450	-1.261
Watching television helps me to forget my problems.	-0.563	-1.584	-0.725	-0.000
I feel more relaxed after I watch television.	-0.608	-1.121	-0.233	2.102
When I watch television, I tend to forget about the other things that are happening around me.	-0.305	-1.548	-0.209	1.261
I find that watching television makes my own problems seem less serious.	-0.637	1.014	-0.690	-1.261
I find that time passes more quickly when I am watching television.	.270	1.014	.981	1.682
I seldom think about a program after it is over.	-0.213	1.441	-0.233	-0.420
I do not take television programs very seriously.	.320	.160	-1.711	.841
I like programs that are imaginative.	.407	.160	.764	1.682
I seldom use the things I have seen on television.	-0.652	.160	-1.470	1.682
I like to try to guess what will happen next in a program.	-0.351	.587	1.738	-0.841
I like programs that are fun to watch.	1.795	.587	2.471	2.102

Table H, continued

I quickly forget the details of television programs I have seen.	-0.292	-0.267	-0.233	-1.261
I do not think of the situations shown in television programs as being real situations.	-0.169	-0.694	-0.508	.841
My friends frequently talk about television programs.	.579	-0.694	1.750	-0.000
I like to tell my friends about good programs I have seen.	1-379	-0.694	1.257	-1.261
I often watch programs which have been recommended to me.	1.457	-1.121	1.005	.841
I enjoy telling people about television programs.	.363	-0.267	.501	-1.682
My friends and I often talk about programs we have seen.	.982	.160	.020	-0.420
I usually tell someone about the interesting things I see on television.	1.284	.587	.753	-0.000
Television programs give me lots of things to talk about.	.435	.160	-0.989	-0.841
Talking about television programs is a good way to keep up a conversation.	.061	1.014	-0.485	-0.000
I do not like to watch television alone.	-0.652	.160	-0.485	-2.102
We enjoy watching television together.	1.472	.587	1.462	.841
I usually watch television with my family or friends.	.788	1.868	1.726	.420
When friends come to visit, we often watch television.	-1.191	-0.267	.260	.420
When I visit my friends, we often watch television.	-1.300	-1.121	.260	-0.000
When I watch television with someone, we often talk the programs as we watch.	.443	1.441	1.222	-0.420
I prefer to watch television with someone.	-0.300	.160	.477	-0.841

Table H, continued

*I seldom watch television when I am alone.	-0.429	-1.548	-0.221	.841
Some television stars seem like close friends.	-0.587	-1.121	-0.496	-0.841
I like the way television lets you get close to important people.	.565	-1.121	.248	-0.000
I would like to be friends with some television stars.	-0.659	1.441	-0.725	-1.682
I like television programs that let you really get to know the people on them.	.428	-0.694	.248	-0.420
I like programs where the people seem to be talking directly to me.	.644	-0.267	.031	.420
When I watch television, I like to imagine myself as taking part in the program.	-1.127	.587	-0.725	-1.682
I like to learn about television stars and their lives.	.048	.587	-0.496	-2.102
I sometimes wish I were a television star.	-1.999	.587	-1.722	-0.420
Watching television keeps me informed of new developments.	1.724	-0.267	1.005	1.261
I like to try some of the new things I see on television.	.601	-0.694	-0.016	-0.420
Television programs give me good hints about new ways to do things.	.362	-1.121	.225	-0.000
I watch television to learn about strange or unusual things.	1.645	0.160	1.245	1.261
Watching television helps to keep me informed of the new things that are happening in our country.	.803	-0.267	.993	-1.261
I watch television to keep myself up to date.	2.343	-0.267	1.257	1.261
Television programs give me new insights into our complex world.	1.588	-0.694	-0.496	.841
I watch television to learn what is going on in the world.	1.479	-0.267	-0.233	.420

Table H, continued

I often have the television set turned on without really watching it.	-1.035	-1.975	.260	-0.841
I like to keep the television set on, in case there is an interesting program.	-0.724	.587	-0.485	.841
I like to have the television set on while I am eating.	-1.068	.160	.933	.420
*I like to have the television on most of the time.	-0.609	2.295	.970	-0.000
Even if I am not watching all the time, I like to keep the television set turned on for companionship.	-0.703	-0.694	.008	-0.000
I find I can get more done when the television set is on.	-2.020	-1.548	.260	-0.841
I like to have the television set turned on while I am doing other things.	-1.783	-1.975	-0.004	-0.000
I often forget that the television set is turned on.	-0.566	.160	-0.966	-0.420
Television programs give me good advice about how to act in unusual situations.	-0.450	-1.548	-1.711	-0.420
Television programs show the things that are in style.	.420	.160	.480	.420
I like programs that demonstrate the importance of being fair and honest.	1.363	1.441	.237	1.261
I think television programs teach important moral lessons.	-0.133	1.441	-2.203	.420
Television programs give good examples of how to live.	-0.450	-0.267	-1.974	-0.420
Television programs teach you about what other people will do.	.319	1.014	-1.001	-0.420
Television programs show the importance of having good manners.	-0.155	-0.267	-1.482	.420
Television programs show the things that are right to do.	-0.220	.587	-1.734	.420

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*All statements are phrased as used in the main study. See Table E for corresponding preliminary study phrasing.

Table I: Statements and Their Factor Scores for the Six-factor Solution from the Second-order Analysis of the Fifteen Factor Types from the Two Iowa Studies and the California Study

Statements*	Factor Scores					
	I	II	III	IV	V	VI
Sometimes I sit down to TV just because things aren't going well.	-1.401	-0.287	-0.587	.841	-1.231	.154
When I watch TV, I usually want to be left alone.	-1.427	-1.101	-2.295	-0.000	.428	-0.307
Sometimes I watch TV just to put off doing something else.	-1.738	-0.431	-0.587	-1.682	-1.231	-0.825
Watching TV helps me forget my problems.	-0.636	.059	1.548	.420	.013	.728
I usually feel more relaxed after an evening of TV.	-0.402	-0.085	1.121	-1.261	.013	2.588
When I watch TV, I usually don't notice a lot of what goes on around me.	-0.476	-0.846	1.548	-0.000	-2.061	.461
After I've watched TV for awhile, my own problems don't seem so serious.	-0.725	-0.181	-1.014	.420	.428	.631
An evening will pass much faster if I watch TV.	.287	1.107	-1.014	-0.000	-0.817	2.070
I seldom thing about a TV program after it's over.	-0.140	-0.094	-1.441	-1.682	.843	-1.246
I don't take most TV programs very seriously.	.619	.093	-0.160	-2.102	.843	.307
I like TV programs that are imaginative.	.638	1.602	-0.160	-0.420	-1.646	-0.114
I seldom use anything I see on TV in my own life.	-0.575	-0.674	-0.160	-2.102	.428	-0.842
In dramatic programs, I like to try to guess what will happen next.	.091	1.318	-0.587	1.261	.428	-0.307
I like programs that are fun to watch.	1.926	2.668	-0.587	.841	1.257	1.496

Table I, continued

I don't remember details of what happens in a TV program very long after it's over.	-0.284	-0.269	.267	-0.420	1.257	-0.825
I don't think of the situations in TV programs as being real.	-0.046	-0.121	.694	-1.682	-0.402	.671
My friends frequently tell me about TV programs they've seen.	.456	1.358	.694	1.261	-0.817	-0.364
I enjoy telling friends about good TV programs I've seen.	1.256	1.668	.694	-1.261	.013	-0.097
I often watch TV programs that others have recommended to me.	1.321	.836	1.121	-0.841	.013	-0.057
I often tell people about TV programs that I liked.	.392	.739	.267	.420	-0.402	-0.250
My friends and I have often talked about TV programs we liked.	1.026	1.071	-0.160	-0.000	.013	-0.154
I'm usually telling someone about something interesting I've seen on TV.	1.129	.380	-0.587	-0.000	-1.231	-0.728
I find lots of things to talk about from watching TV.	.464	-0.481	-0.160	.420	.013	-1.035
My friends and I could probably spend a whole evening talking about TV programs we enjoy.	-0.202	-0.909	-1.014	.420	-2.061	-1.820
I don't like to watch TV by myself.	-0.437	-0.909	-0.160	-0.841	-0.817	-0.404
When we're at home, we enjoy watching TV together.	1.583	.923	-0.587	-0.420	1.257	1.763
I usually watch TV with my family or with friends.	.938	.753	-1.868	-1.261	1.257	1.246
When friends come over, we often watch TV.	-1.237	-0.194	.267	-0.420	-0.402	-0.939
When I visit friends, we often watch TV.	-1.174	-0.702	1.121	-0.420	-0.402	-0.364
When I watch TV with someone, we often talk about the program as we watch.	.595	1.190	-1.441	-0.420	2.087	-0.882
I just prefer to watch TV with someone.	-0.002	.318	-0.160	-0.000	.428	.785

Table I, continued

I seldom watch TV by myself.	-0.282	-1.088	1.548	-0.841	.013	1.035
I feel friendly towards some TV personalities like I do with people I know.	-0.649	-0.598	1.121	-0.000	-0.402	.421
I like the way TV makes important people seem like friends.	.331	-0.418	1.121	.841	1.672	.728
I would like to be friends with some TV personalities.	-0.725	-1.334	-1.441	-1.261	-1.646	-0.250
I like TV programs that let me get to know the people on them.	.235	.108	.694	-0.000	-0.402	-0.154
I like programs where people seem to be talking right to me.	.632	.078	.267	.420	.013	.882
When I watch TV, I like to imagine myself taking part in the program.	-0.968	-1.176	-0.587	-0.000	-1.231	-2.070
I like to learn about TV personalities and their lives.	-0.237	-0.406	-0.587	1.682	.013	.324
Sometimes I wish I were a TV star.	-1.924	-2.154	-0.587	-1.261	-0.817	-1.610
I keep up to date on new developments by watching TV.	1.704	.836	.267	1.682	1.672	1.917
I like to try out things I see and hear on TV.	.471	-0.073	.694	-0.841	-1.231	-1.974
I've picked up some good hints from TV on ways to do things.	.381	-0.331	1.121	2.102	1.257	.728
I watch TV to learn about new and different things.	1.481	.411	-0.160	1.261	.013	1.553
I pretty well know what's going on around the country because I watch TV.	.966	.971	.267	1.682	2.087	-0.461
I watch TV because I want to keep myself up to date.	2.239	.801	.267	2.102	1.672	.461
I get new ideas about people and places from TV.	1.509	-0.257	.694	-0.420	.843	-0.057
I suppose I learn more from TV than from the papers, magazines, or books.	1.494	-0.602	.267	.841	-1.231	.518

Table I, continued

I often have the TV on even though I'm not watching.	-1.123	1.146	1.975	-0.841	.428	.057
I like to have the TV set on just in case something interesting comes on.	-0.725	-0.208	-0.587	.420	-0.402	-0.057
I like to have the TV set on while I'm eating.	-1.029	1.313	-0.160	.841	.428	.518
I keep the TV set on nearly all the time.	-0.775	.349	-2.295	.420	.428	-1.092
Even when I'm not watching, I like to keep the TV set on for companionship.	-1.051	1.539	.694	.420	-0.402	-0.728
I just get more done when the TV is on.	-2.018	.139	1.548	1.261	.843	-0.671
I like to have the TV set turned on while I'm doing other things.	-1.782	.983	1.975	-0.420	.428	-0.728
I sometimes forget I have the TV set turned on.	-0.699	.264	-0.160	-0.000	-1.231	-1.246
I've gotten good advice from TV about how to act in unusual situations.	-0.454	-1.256	1.548	.420	.428	-0.518
I can rely on TV to help me know what's in style.	.438	-1.017	-0.160	.841	-0.817	.518
I like TV programs that demonstrate the importance of being fair and honest.	1.465	.917	-1.441	.841	-1.646	2.281
I think TV programs teach important moral lessons.	-0.168	-2.014	-1.441	-0.420	.843	.154
I've seen some good examples on TV of how to live my own life.	-0.454	-2.128	.267	1.261	-0.402	.210
I think TV programs help people learn how others will act and what they'll do.	.376	-1.028	-1.014	-0.841	.843	-0.882
I think some TV programs really show the value of good manners.	-0.187	-0.880	.267	-0.420	-0.402	-0.210
I think TV programs help people see what it's right to do.	-0.290	-1.686	-0.587	-0.841	.843	-0.939

*California phrasings and substitutions are used here; for original statements and phrasings, see Tables E and F.

Table J: Raw Data from the Q Sorts for Male Respondents in the California Study

Items	Respondents 01 03 05 07 09 11 13 15 17 19 02 04 06 08 10 12 14 16 18 20
1	0204040203050304050607100506090506030104
2	0701080206060203040305050507040605080506
3	0203040103040404050408050505090605040404
4	0503090701080803090507110607060606010801
5	0911110905050707070505071106110806100405
6	0404070607070806070307040705101008050302
7	0705090505060205060607070907050505010602
8	0506111105060710050611060810080710050905
9	0708020505070608090705060602090903070607
10	0706070608100904060907060708051007110808
11	0410040411060909080709100706050611091111
12	0507020708070602010705080405061108050507
13	0711070809061010010809050905070108070408
14	0608081111091008111009080906080810091011
15	0808050405060805110804040203051009050209
16	0609070508090906080706110307040603040407
17	0308080606080705050608080502060204050806
18	0507080905080807060610091003020804080809
19	0407060706070706070509050401080709080905
20	0307060906080707060508080906060701080610
21	0609080509080707040808090305040507070806

Table J, continued

22	0506080807060509030708090404040704050609
23	0308060706040708070605070104060407050501
24	0207040504040205030403040401020606060403
25	0309081006030705071103070805080607080406
26	0810090610071010080805090709080908111104
27	0610100607060807050905070708080908090705
28	0405050603040502030409060602050305070305
29	0407040704050503030407060607050207060203
30	1009030706050911051008100604070804060804
31	0609100410051108050906040707090509060607
32	0506090408070506080801070707081109080307
33	0603070606050609060706040808060606040608
34	1004070705050608080405030811020802070506
35	0104070402030605070303020309050704040708
36	0606060506020507060306050208010506060708
37	0506090808070609080505050310070504080606
38	0504030607080606020704020403060405020606
39	0803060302020705060107070911070306070508
40	0103020303020301040606040604030704020406
41	0805060905100405101106070810070410090706
42	0505030504030504090507030303030505060702
43	1107050807050508050604050708060101070710
44	0605070504090808080606070709070208050910

Table J, continued

45	1007031008070905070905060508050409090707
46	1107050907110807050904081003070311060907
47	0607031007060707060704030808030602061009
48	0308060806050406091003050504040702060804
49	0806040310030404100208060506100607040305
50	0805050301040306040207050506050305050603
51	0708060502060411040411060606090703061004
52	0701050107030102020401010506040506040303
53	0602060309010107020211010205040503030503
54	0904050203040301040504040507070405050105
55	0802010409010303030310110607110503070205
56	0702010408040406060106080605060307070505
57	0905050604080505040506050807030706020506
58	0406050507070407070802030609070708030704
59	0406100809111109100707091109100807070907
60	0905040805090506070702061005060403100707
61	0505070704100604070604020706050405030508
62	0906070707090604060506070404010905100609
63	0705060705050506090803080104070807040507
64	0704050604060703050502030405030907030705

Table K: Raw Data from the Q Sorts for Female Respondents in the California Study

Items	Respondents 01 03 05 07 09 11 13 15 17 19 02 04 06 08 10 12 14 16 18
1	05020403040607020807020607030903020302
2	07020405040405040805030706050402070205
3	05040608060506070402010205030507040408
4	04060603070611050906040203070905010604
5	03060802051105050603090708060603060505
6	01030804030105030709010301050403030506
7	07050406051006040706060306060604050404
8	04060507060506070707070505070804070707
9	09030510110404090501060508020607040707
10	08100608090110110301070307090707080709
11	02091107080207060506080904061111110911
12	08050506110404060102060703020604060306
13	06091107070405080209070609070708090610
14	10081011090710090908090411081010111011
15	09090710100802080607040404070507080504
16	05040806100806030202060504020706080707
17	05080506070705090906081003070706021009
18	07070707050909080404070808100905060907
19	08040905060907090305080605080507080808
20	06040508070807070509070908060705061106
21	06080705100808080605080809070806070909

Table K, continued

22	03040607030307060706030510070708050501
23	08060505050305070805060506060808060707
24	02050303020503060607060504030402040601
25	05070405050405050504070705060105070106
26	09080708071009050707100810111007070710
27	11060705050807050504090511110209081010
28	06030504040503080304030702040404030803
29	06020501040503070403030203040401090504
30	10090906070607071004090407080506090808
31	08060405080906060606050706080609070506
32	07040707060705060606040707050210070505
33	04060909080706010706050605040506050505
34	08050705070806040809060706070307040207
35	05050604060603020304040604050606050405
36	05061006080707050605030404090808050606
37	06070608060706040507050606070607060605
38	03070404030601050505050607050504050307
39	04040706070709031007020106100807040408
40	07050604040501010404020301010201030103
41	10070706090907060411071108090807090608
42	03070207050207060503060809030709070608
43	07070901071004071011050508050308060709
44	06070805061106070408060807060311080709

Table K, continued

45	11070605060608031108080805101010100805
46	09050602050605051110071007081108100707
47	09070802070408060108050409090909090707
48	04030407040904020808080610080404090405
49	05110111080408100215100505040505030903
50	02030107060508080605070905050703050504
51	06060308080704090808080805061008070806
52	07100209040309100507110102040503030504
53	04110309080610110905101002030805040602
54	07080308030311070807040606050506010602
55	06100209060509100903090704010709021103
56	01090310090208080505110903040502050905
57	04010804020506050608050407060606040404
58	05050504050703050410040406090304060207
59	03081009090708040710071108080905100808
60	07050606010604040703050606050306050605
61	05080703020802030709040507040405060303
62	07010807050602060307050509070605060306
63	04060906030504070706060705060706080706
64	08050503010305040606050307050605050406